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Thesis

WHAT PROSPECTIVE YOUNG WORKERS SHOULD KNOW ABOUT LABOR RELATIONS, ACCORDING TO THE VIEWS OF SELECTED LABOR LEADERS

Submitted by

Francis Leo Keane

(B.S. in Education, Boston University, 1947)

In partial fulfillment of requirements for

the degree of Master of Education

1949

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CHAPTER I

STATEMENT OF THE PROBLEM

Labor Relations and the Beginning Worker

Labor relations information in our present educational program.-- Among large numbers of secondary school graduates and non-graduates who enter the labor market each year, continuing labor strife, personal vocational fears, and difficulties in industrial adjustment are still present. Such conditions indicate the need for incorporating contemporary, inclusive, community-centered, and realistic programs of labor relations information into the secondary school curriculum. Such programs must be undertaken if the experiences of those years are not to be robbed of the dynamics that can make them meaningful and significant. The economic maladjustment of the thirties and the vocational dislocation occasioned by World War II have served to emphasize the importance of labor relations information and to indicate that its need is continuous and perennial.

The National Association of Secondary School Principals[1/] has set forth ten imperative needs of youth as broadly defining the functions of the school in its responsibility for

1/ National Association of Secondary School Principals, Planning for American Youth. National Education Association, Washington, D.C., 1944, p. 10.

providing general orientation to its students. Four of these are quoted as being pertinent to this study:

1. All youth need to develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experience as well as education in the skills and knowledge of their occupations.

3. All youth need to understand the rights and duties of the citizen of a democratic society, and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation.

9. All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work cooperatively with others.

10. All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.

These four cited "needs of all school youth" could readily serve as bases for the establishment of educational objectives in the labor relations information programs of the secondary school.

A chronology of the development of the present complex economic and vocational pattern of our American industrial scene serves to emphasize the need for adequate and comprehensive labor relations information in the secondary schools. It should be obvious that the labor relations interests of the sixty million Americans now employed in the economy of this nation and those industrial and labor

relations interests of the additional thousands of young beginning workers who replenish this labor supply each year are synonymous. Basic to these interests is the cultivation of understanding, unity, and cooperation on the part of all concerned - management and workers alike. Is it not logical to expect, therefore, that the secondary school must face these two mutually dependent responsibilities with equal vigor, that of teaching young people how to live and the other, teaching them how to live in relation to each other ?

Since the schools now teach our young people how to analyze mathematical equations and theorems, how to spell and read well and efficiently, how to take proper care of their bodies and of the property of others, then surely they have a responsibility of equal if not greater importance to teach them also some of the basic principles of good human relations. In a recent publication Gardner[1/] has said that our recent experiences with problems of wartime industrial organization and production have shown vividly just how little we understand the human problems of maintaining a high degree of cooperative effort. The terrific rise in labor turnover, of absenteeism, in frictions between management and workers, the increase in bickerings and dissatisfactions at all levels of our industrial organization -

1/ Burleigh B. Gardner, Human Relations in Industry. Richard D. Irwin, Incorporated. Boston, 1946, p.2.

all point to serious weakness in the structure of our human organizations.

The Need for Preventive Efforts

Today more than ever before, the problems presented in labor relations call for the utmost in experience, knowledge, and intelligence in the art of human understanding. It is evident that attempting to teach the fundamentals of such problems to adult workers often represents a curative effort. It would appear more desirable to incorporate such teachings into the learning experiences of workers at an earlier age so as to represent a preventive measure. The best adjustments in the world of work among young beginning workers will be made by those entrants into the labor market - the coming leaders in our economy - who possess the more informed,objective, and comprehensive view of the principles underlying the problems to be met in this area of labor relations. A general improvement in the level of such understandings among all beginning workers should do much to advance the development of sound labor relations within the American economy. Such an outcome is reasonable to expect because of the broadening perspectives of those individuals who, in turn, will determine the character of such relationships in the future.

Labor relations problems are an occupational reality.--Since labor relations problems have become integrated into the warp and woof of our industrial society, they represent an occupational reality. Therefore, education, which recognizes and accepts its responsibility to present youth with a realistic concept of the world of work, must include labor relations information programs within its secondary school curriculum. Not to do so is to close one's eyes to the reality of life; to admit the need and fail to so change the curriculum is to continue a gross negligence of a responsibility of our educational system to aid youth to make an adequate and mature preparation for and adjustment to the world of work, in this modern society. The literature reviewed during this study indicates a growing recognition on the part of those concerned with our educational progress that the schools do have this responsibility. Moreover, this same literature reveals that the belief among progressive educators is that secondary education in the United States must continue to strive and improve its techniques to help fit all youth to make as completely a satisfactory occupational adjustment to life as is possible. The paucity of well-planned courses of study in the area of labor relations at the secondary school level revealed during this study appears to be evidence that this responsibility is not being met by the schools today. This may

suffice as a primary example of the failure of the schools to reorganize their occupational information programs so as to serve realistically this objective which is recognized and accepted as rightfully being within the purview of teaching objectives of the secondary school. Just what upheaval in the economic and educational progress in this country will it require, or how large a segment of public opinion must become aroused, to have such a concept of labor relations information adopted in even a representative proportion of our secondary schools ?

The Role of the Secondary School

Preparation of beginning workers demands labor relations information.-- There are numerous evidences of the need and value of labor relations information programs at the secondary school level which will aid such students to enter the world of work better informed and more critically aware of the common phases of labor relations problems in the United States. That this need is beginning to be appreciated is apparent from a study of the current literature devoted to labor relations, union-management relations, and unionism in the United States. Hill and Hook[1/] have said recently:

> In the background of the [labor] negotiations stands the "third party" - the employees. As a

1/ Lee H. Hill and Charles R. Hook,Jr., Management at the Bargaining Table. McGraw-Hill Book Company. New York, 1945, p. 8.

> whole, the employees have little understanding of the technicalities of the collective bargaining process, often know surprisingly little of the nature of the demands of their representatives, but are vitally interested in the outcome. Their attention will usually focus on several specific demands which may encompass only part of the total union presentation.

Although these authors have developed their general thesis from the specific point of view of management rather than that of labor, nevertheless they recognize the need and the desirability for better informed labor negotiations on BOTH sides of the collective bargaining tables in this country.

In today's complex industrial structure the development of better understanding between labor and management cannot be left to chance. American public secondary schools have a clearly defined responsibility for providing their students with sufficient and accurate labor relations information. It should be one of the major objectives of secondary education to inculcate certain fundamental information in this area upon every student. Such an objective might be to prepare each graduate and school-leaver so that he will be equipped with those knowledges and skills which will permit him to analyze, weigh, and objectively appraise some of the basic issues involved in labor-management problems,in issues involving unions and unionism,and in national issues bearing upon labor relations which affect large segments of the population. Such are the issues which confront all young workers during the early years of their industrial work-world lives.

That the secondary schools are failing adequately to meet this responsibility is indicated by many recent studies of the vocational plans, interests, ambitions, and adjustment problems of secondary school students themselves. Such studies indicate that they are without an adequate understanding of labor relations processes and background information. Brueckner[1/] has recently stated that:

> Those who have the responsibility for formulating the objectives of a school program. . . . have a great responsibility. Schools are agents of society, created to transmit and improve the cultural pattern, and to guide the development of competencies, and ideals deemed essential to the well-being of its members in their present and future responsibilities.

Adequate resource materials for use in the development of such labor relations programs appear to be available, but the content of specific units of study and unified programs in such subject matter have not been clearly defined in the present literature.

Proper preparation must be objective and unbiased.-- Failure in the past to provide adequate and continuous labor relations information within the curriculum of the secondary schools has resulted in prospective young workers entering the labor market equipped with only meagre knowledge of the fundamental issues involved in such problems. To add to the

1/ A.S. Barr, William H. Burton, and Leo J. Brueckner, Supervision. D. Appleton-Century Company, Incorporated. New York, Revised Edition, 1947, p. 148.

apparent confusion many beginning workers frequently have received some well-meaning but biased indoctrination in this area by older working members of their immediate families. Only to the extent that the labor relations experiences of the more mature members of the family of each such entrant have been broad, inclusive, and objectively interpreted, can such a prospective worker be informed thus how best to approach his own problems in such relationships with an open mind and an objective cooperative attitude.

The State of New York Joint Legislative Committee on Industrial and Labor Conditions has expressed itself on this issue in no uncertain terms. The most recent Committee statement on this matter is:[1/]

> The Committee here records its conviction that a specific course in industrial and labor relations should be offered in every high school in this state. The current revision of the social studies curriculum now being developed by the State Department of Education, provides an unusual opportunity for school officials to incorporate this subject into their future programs. . . . .it would be an invaluable contribution to improve industrial and labor relations in this state in the future.

Systems of higher education also see the need for more and better understanding of labor relations problems on the part of workers in general as is evidenced by the increasing trend toward the establishment of unit courses in labor economics, industrial relations and management, labor problems

1/New York State Joint Legislative Committee on Industrial and Labor Conditions, The American Story of Industrial and Labor Relations. Legislative Document. New York, 1943, Volume 2, p. v.

workshop courses for union leaders and staff supervisors, and summer seminars on labor problems at the college level. Counts[1] says that the preparation of workers to discharge their mounting heavy responsibilities which such organizations (unions) and organized effort (unionism) entail, requires a broad and effective educational program for all workers. It follows therefore that in order to develop better and more intelligent labor relations in this country we must of necessity initiate training in the fundamentals of such relationships prior to the years in which the demands occur for the use of such information and knowledge. The majority of secondary school students throughout the United States enter the work-world at or before the completion of their secondary school education. This situation, in the light of the preceding thesis, sets forth the problem of incorporating into the curriculum of the secondary school those fundamental bases which are intrinsic to good labor relations.

Role of the school as others see it.-- The attempts that are being made to provide labor relations information through informal and somewhat dissociated procedures outside the classroom, though valuable supplementary aids, do not appear to serve the need adequately. The development of

1/ George S. Counts, Workers' Education: What? Why? How?. Workers' Education Bureau of America. New York, 1947, foreword thereto.

"labor relations intelligence" through the systematic presentation of labor relations information is a group guidance function that must have an integral place in the secondary school curriculum. It is of mounting importance that our educational system insure that all secondary school students are informed about some of the basic problems of the man-to-man, and man-to-group, and group-to-group relationships which are coincident with earning a livelihood.

A recent issue of the Guidance Newsletter[1/] devotes two of its four pages to a series of excerpts from statements of outstanding leaders in industry, education, and labor unions on the general question of the "maturity" of secondary school graduates in this country. Clifton Golden of the United Steel Workers of America is quoted therein to have challenged education to: "Concentrate the efforts of your expert pedagogues on transforming the grouchy, opinionated, narrow and uncooperative characters into personalities better fitted to work harmoniously with their fellows in shops and stores and offices and unions." In this same issue Leverett Lyon of the Chicago Association of Commerce is quoted as saying: "More and more we are making training for industrial life a matter of the schools. Industry itself plays a small and diminishing part."[2/] On the other hand, studies of Myers,

1/ Science Research Associates, "Guidance Newsletter," Chicago. September, 1947, pp. 1-2.

2/ George E. Meyers, "Michigan Graduates during the Depression," Michigan Alumnus Quarterly Review, (January,1936),17:47.

Wrenn,[1] Culver,[2] Sparling,[3] and Spaulding[4] serve to point out that the lack of a realistic concept of the world of work in general and of labor relations fundamentals in particular is not the exclusive problem of the secondary school graduates only; the same lack of realism and an adequate background of such information extends to and through the collegiate level as well.

Although the American public school system failed miserably in preparing their young people for the situations they encountered during the years of the most recent depression, it still remains to be seen whether they will develop better strategies for preparing our youth to deal effectively with their labor relations problems during the crucial years to come. However, there is some evidence which indicates that both education and industry are becoming acutely aware of this need for better understanding on the part of workers and management of the American way of life, of labor-management problems, and of labor relations in general.

1/ C. Gilbert Wrenn, "Vocational Guidance and the College Curriculum," Occupations: The Vocational Guidance Magazine, (October, 1937), 16:36.

2/ Benjamin Culver, "When Students Choose Careers," Personnel Journal, (June, 1935), 14:64-70.

3/ E.J. Sparling, Do College Students Choose Vocations Wisely ? Teachers College Bureau of Publications, Number 561. New York, 1933, pp. 95-96.

4/ Francis T. Spaulding, High School and Life. McGraw-Hill Book Company, Incorporated. New York, 1938, p. 55.

At a recent meeting of the Industry and Education Cooperation Section of the Economic Club of Detroit,Michigan, twenty-three public school administrators from that State commented on the general theme of this study following a tour of leading industrial plants in the Midwestern and Eastern sections of the United States. Some of the comments of these educators, expressed after due deliberation on the findings of their "flying tour", reflect a refreshing and revitalized attitude toward the inclusion of units of study in the secondary school curriculum in the State of Michigan of what they at times term "human relations" but which we find also includes "labor relations" within its purviews:[1/]

> "Industry was very serious in discussing the part the schools should take in the development of better human relations. It felt that the schools are the most important agency in this development because they take in for guidance and instruction all the children of the people and, therefore, have an opportunity not open to others. . . . . Educators, therefore, feel the necessity of placing greater stress on the development of better citizens. In many places schools have proceeded about as far as possible without obtaining help. Some schools have adopted definite policies of human relations and have introduced definite courses for the promotion of better human relations.
>
> "Concerning the once controversial subject,'What should the schools teach about the American way of life, labor, and management?' a revealing picture was presented. The administrators were told by both labor and management that 'not only should the schools teach the facts about free enterprise, labor and management, they must teach [all] the facts.'

1/ National Association of Manufacturers, "Stress Need for Education-Industry Cooperation," Trends in Education-Industry Cooperation, (March, 1948) 4:4.

> "Among the subjects to be taught should be basic economics - the facts about capital, management, labor, overhead, stockholders and profits. . . . . The history of the labor movement also should be taught, particularly the relationship of present-day unions."

Exploration and definition of the problem areas needed.--That an exploration and definition of the problem of what should constitute labor relations information in the secondary schools is urgently needed is obvious when one notes our industrial history. During the past half century, the labor movement in the United States has become a major economic, social, and political factor in the lives of a representative segment of our population. Wherever human beings are associated one with another in the home, in business, and in industry, problems are inherent within such relationships. The numbers and types of persons thus associated increase both the variety and the complexity of these problems when they do arise. The problems will differ in character and in kind, in scope and in frequency. To the extent that all workers within the economy, young and old alike, possess and share those common understandings which underlie all human relationships, to that same extent will causes for disruption in labor relations be rationalized and resolved without economic loss and labor trouble. Likewise to the extent that such workers lack those common understandings will their differences and therefore their difficulties mount, their social progress be impeded, and their economic security continue to be threatened at periodic intervals.

The Purpose of this Study

The purpose of this study is to ascertain the labor relations information subject matter which should be included in the secondary school curriculum. An attempt will be made to determine those labor relations topics the understanding of which would aid beginning young workers to have an objective and informed approach to labor relations problems. Such knowledge on the part of an increasing number of entrants into the labor market each year should aid immeasurably toward the accomplishment of better human relations throughout the entire labor-management process. The problem of primary concern in this present study is not only the discovery of the essential content of such a course of study in the secondary school, but what may be more important, the relative helpfulness of its components to the beginning worker. Such a discovery would remove two of the major obstacles which now impede the development of adequate and effective labor relations information programs in the secondary schools, namely, uncertainty concerning the types of information which rightfully should be included in such programs at this grade level and, the relative value of the various areas of such information to such young beginning workers.

Justification for this Study

At the outset of this study careful search was made

for published courses of study, teaching units, and planned programs of any type, prepared for the secondary schools in this area of labor relations information and which were already available. Concurrent search was made also for any general discussion or specially prepared articles in labor relations information which had been aimed specifically at the senior high school level. Numerous textbooks on this subject, magazine articles, journals of research in education, and established courses of study were surveyed for the period 1929 to the present. Nowhere in the literature reviewed was it possible to find any evidence of such a study as this one having been made, nor was there any indication of the existence of a body of such material prepared for the specific purpose at this particular school level.

While the need for inclusion of labor relations information programs in the secondary school curriculum is realized, few suitable textbooks for this grade level are yet available. There are some evidences in the literature reviewed during this study [1] which indicate that those constituting unorganized labor in this country (the bulk of the gainfully employed) have no representative force as yet to have such texts prepared. On the other hand, some representatives of organized labor [2] (the minority of the gainfully employed)

1/ See Appendix A.

2/ Arthur Gleason and Spencer Miller,Jr., Workers' Education. The Workers Education Bureau Press. New York, 1927, pp.6-7.

have indicated that:

> Workers' education as it develops will be financed on workers' money, controlled (in the sense of policy) and managed (in the sense of administration) by workers' organizations. Workers' education can no more be outside the labor movement than a trade union. When a union is guided by outside benefactors it becomes a "company" union, a welfare club. When education of the workers is controlled by organizations other than the organizations of the workers, it remains outside the category of adult education, but it passes out of that special kind of adult education which is workers' education.

The recent impetus to study of industrial and labor relations by our American educational institutions has been brought about by two specific events: (1) the upheavals within the industries of the United States during preparation for, and execution of, the all-out war effort, and (2) the long-range trend in public education in this country to bring into the curriculum, at an increasingly early level, those studies which should constitute the common learnings in a core curriculum. Such accelerated development probably accounts, in part, for the present lack of a suitable definition of those specific major topics in labor relations information which should constitute the subject matter for the secondary school. Therefore, it is believed that this study can make a needed contribution to public education in this country, although to a limited degree.

CHAPTER II

PROCEDURES OF THIS STUDY

Preparation of Material

Analysis of labor relations literature.-- In the preceding Chapter it was pointed out that the presence of continuing labor strife and difficulties in industrial adjustment among large numbers of secondary school graduates and school-leavers indicate a continuing need for inclusion of labor relations information in the core curriculum of all students in our secondary schools. Present informal and dissociated attempts to teach such realistic concepts (understandings) in this area fall far short of being adequate to meet this need. It has also been pointed out that secondary education today lacks a suitable delimitation of the areas in labor relations information which should rightfully be integrated into the high school curriculum. For purposes of this research it is held that lack of such data has served as a principal cause for delay in the development of suitable units of study in this subject-matter. A practical definition of course content of labor relations information programs for the secondary school is the purpose of this study.

In the present absence of any defensible knowledge of what should constitute the labor relations content for the high school level, a careful study of representative published materials on labor relations information in our American industry was indicated as an initial step. At the outset no predetermined number of references to be reviewed was established; rather it was believed more expedient to devise a feasible and efficient system for tabulating the contents of such published materials. For a reasonable limitation on this task it was decided that whatever system was finally adopted should operate in such a manner that, as the study progressed, the law of diminishing returns as applied to such a review should indicate a logical and defensible terminal point. The technique evolved for compiling the essential labor relations information content in these reference sources[1/] consisted of listing all labor relations terms and phrases which appeared in the INDEX of each reference reviewed in the study. As each labor relations term appeared originally throughout the review the term was typewritten on a reference card, size 5 x 8 inches, and a cross-index code number entered directly below the typewritten term indicating its particular source among the several references. When a previously-listed term reappeared in a subsequent reference, a similar cross-index code number was also entered on the reference card for that particular term, indicating the reappearance of the term in multiple sources. Thus, as

1/ See Appendix A.

the review progressed, an alphabetical Master File of labor relations terms and phrases evolved. A typical Master File reference card is reproduced herewith, in miniature:

YELLOW-DOG CONTRACT

1-2-3-5-8-9-14-15-16-17-18-20-23-27

In the Master File card reproduced above the term YELLOW-DOG CONTRACT appeared in fourteen different references as indicated. No effort was made to procure and record the definitions of the terms and phrases indexed, since the objectives of this study did not encompass a discussion of the meanings of these terms and phrases.

The review of reference sources included in this study, together with the listing and cross-indexing of the labor relations terms and phrases therein, was continued until it was found that each new reference added to the sources was contributing fewer than one per cent additional terms to the Master File. It was evident then that a point had been reached at which the inclusion of additional sources was contributing principally to a wider cross-index for the

labor relations terms already catalogued while increasing the number of individual terms and phrases very slightly. It appears reasonable to expect, on the basis of this study, that the addition to this research of any comprehensive reference or textbook on this subject would result in a few additional terms being added to the Master File. For the purposes of this particular study it is believed that the resource materials reviewed provided a comprehensive compilation of the fundamental terminology of labor relations activities as practised in American industry today. During this study of materials, a grand total of 2874 terms and phrases was compiled during the review.[1/]

Classification of major areas of labor relations information.-- Following completion of the alphabetical Master File of terms, it became necessary to devise a simplified classification system which would encompass all terms found. Numerous methods for categorizing the terms were explored and each in turn was discarded as impracticable. Eventually, a classification system was established which was based on a combination of the specific functions of labor relations activities and the principal areas of background information found in worker-union-management relations in American industry and business. It was found that

1/ See Appendix C.

such a basis, sufficiently broad and inclusive to encompass all the terms and phrases catalogued, represented a realistic step toward the specific objectives involved in the over-all study. The final classification system indicated seventeen major areas as follows:

MAJOR AREA NO. 1 - The Classification and Structure of Unionism in America

MAJOR AREA NO. 2 - The Functional Study of Progressive Unionism in America

MAJOR AREA NO. 3 - Government Attempts to Cope with Labor Relations Problems

MAJOR AREA NO. 4 - The Functional Study of Revolutionary Unionism in America

MAJOR AREA NO. 5 - The History, Development, and Accomplishments of Unionism in America

MAJOR AREA NO. 6 - Hours and Work-Periods as They Affect Labor and Management

MAJOR AREA NO. 7 - Industrial Democracy versus Industrial Autocracy in Labor-Management Relations

MAJOR AREA NO. 8 - The Role of Personnel Management in Labor Relations

MAJOR AREA NO. 9 - The Industrial Insecurity of the Worker

MAJOR AREA NO. 10 - The Law and Industrial Democracy in Employer-Worker Relationships

MAJOR AREA NO. 11 - Legislation for the Protection of the Worker

MAJOR AREA NO. 12 - The Structural Study of Unionism in America

MAJOR AREA NO. 13 - Scientific Management and Labor Relations

MAJOR AREA NO. 14 - Sub-Standard Workers in the World of Work

MAJOR AREA NO. 15 - Union-Management Relations in Labor Problems

MAJOR AREA NO. 16 - Unions and Union Groups in the American Labor Scene

MAJOR AREA NO. 17 - Wage and Income Problems of the Worker

Selection and evaluation of topics within the major areas.-- At this point in the study, several discussions were held with a selected group of labor relations representatives from industry and business relative to the steps in the study then completed and the planned future steps in the research. Full discussion was held with these experts as to the specific labor relations matters, as typified by the terms and phrases, which rightfully belonged within each of the seventeen major areas previously enumerated. These representatives differed greatly among themselves as to the exact allocation of a number of the terms, principally because of lack of delimitation of each term and phrase. Therefore it appeared necessary and desirable to differentiate still further within each of the major areas by classifying the 2874 labor relations terms and phrases into subareas or, as they shall be referred to throughout the remainder of this study, labor relations Topics. Each Topic, therefore, represented some one limited aspect of labor relations information within a broader general or major area.

From this analysis there were evolved 87 different labor relations Topics, within the seventeen major labor relations areas.

Before considering the technique employed for the evaluation of these 87 Topics in labor relations information, attention should be given to the question as to whether these Topics were complete and comprehensive in their scope of the subject matter under study. Two techniques were employed in attempts to answer this question. After the comprehensive list of 87 Topics was prepared, the resource materials were again checked in order to discover whether or not all of the suggested data could logically be included within the 87 Topics contained in the prospectus. Very few modifications were necessary. It was assumed,therefore, that the list of terms and phrases was fairly comprehensive and complete.

A second technique was employed in an effort to discover whether the prospectus provided an adequate coverage of the important labor relations information that should be included in such a program at the secondary school level. A draft of the 87 Topics was presented to a selected group of ten labor leaders in the State of Massachusetts and they were requested to study critically the content of each major area in terms of the Topics classified within, and to suggest whatever changes they deemed necessary to bring the classifications into line with reality in the world of work.

Very few changes were found to be necessary as a result of this review by these experts. These two tests of inclusiveness and of adequacy of the Topics, namely, a re-check of the Topics against the material contained in the contemporary literature in the field of labor relations and, the appraisal of the inclusiveness of the Topics by the selected group of labor leaders in Massachusetts, appeared to provide at least partial evidence of these two characteristics.

Preparation of the Instrument

Choice of evaluating instrument.-- One of the very common sources of educational guidance to which educators have turned in determining the broad social needs of maturing adolescents is the consensus of experts. Since the beginning of the earliest educational efforts among the members of human society, the members of that society from generation to generation have had opinions about their needs. Sometimes man's opinion about his needs have been well founded in fact and sometimes not. Although much research and improvement in the validity and reliability of opinion polls remains to be accomplished, much progress already has been made in this area. In the meantime, the opinions of experts remain one of our best sources of guidance in this matter.

One hears much about the "group judgment" method which embodies two important advantages: (1) certain of the limitations of individual training, insight, experience, and

adjustment are partially offset by group judgment; and (2) any statement arising from group judgment is likely to receive more general acceptance than an individual formulation, particulalrly if the group is large and composed of persons of considerable prestige.

At this point in the study it was determined that the pooled opinions of recognized labor relations experts would serve to establish the relative "worth" of each of the 87 labor relations information Topics. Also, that these evaluations should be secured through the use of an Opinionnaire set up as a check list which would provide for a three-point scale of evaluation of each Topic. The decision to utilize the Opinionnaire method in this particular study was made in view of the advantages of such a type of instrument, when properly devised according to the following reasonable criteria:[1/]

1. It should be within the comprehension of those who are to answer it;
2. It should demand a minimal amount of writing;
3. It should be directed primarily to matters of ascertainable fact and less often to matters of opinion;
4. It should elicit unequivocal replies, especially if these are later to be subjected to statistical treatment;
5. It should deal with matters which are worth investigating and that will seem to the recipients to be worth investigating;
6. Although demanding only brief replies, it should stimulate supplementary communication from the recipients;

1/ Guy M. Whipple, "The Improvement of Educational Research," School and Society (1927) 28:249-250.

7. It should promise a respondent a copy of the published results.

Development of the format of the Opinionnaire.-- For the purpose of incorporating each of the 87 labor relations information Topics into the Opinionnaire a simple declarative statement was composed to describe each Topic. For example, the Topic of "labor problems in industrial autocracy" was expressed as "The nature of the labor problems which are brought about by industrial autocracy." Earnest effort was made to phrase the statement of each Topic so that it could be appraised independently of all other Topics. Therefore, while it is true that each of the 87 Topics was capable of being classified into one and only one of the seventeen major areas of labor relations information, it was deemed advisable and desirable to take every precaution to dissociate completely all Topics one from another as they were to appear on the Opinionnaire. This would tend to nullify any tendency to appraise uncritically a successive number of Topics as having the same degree of importance. This was accomplished by placing a prepared individual copy of each Topic statement into a box and having them withdrawn according to chance. Each was then numbered and tabulated in the sequence drawn, from 1 to 87 inclusive. Therefore, the appraisal of each Topic by the experts represents an independent appraisal insofar as that process could be controlled by means of the Opinionnaire format. The results

obtained in the study adequately demonstrate that the "halo" effect feared in the appraisal process did not materialize.

The Opinionnaire "scale" on which was to be recorded the considered reactions of the experts in labor relations was devised to allow each expert to indicate whether each Topic statement represented a type of labor relations information which, in his opinion, would be of:

a- OUTSTANDING value to the beginning worker, or

b- HELPFUL, but not of Outstanding, value to the beginning worker, or

c- LITTLE or NO value to the beginning worker.

These choices, together with suitable instructions and identifying data, were incorporated into a format (copy follows) suitable for the purpose at hand.

A STUDY TO DETERMINE THE MAJOR TOPICS OF

LABOR RELATIONS INFORMATION

WHICH SHOULD BE INCLUDED IN HIGH SCHOOL COURSES OF STUDY

NOTE: If you prefer that your reply be anonymous, you need NOT complete the identification below. If so, please return your COMPLETED form without identification.

Name:_____ Position:_____

Organization attached to:_____

Address of Organization-City:_____State:_____

Date:_____

COMMENTS:

Your cooperation in returning this material on or before _____ will be appreciated.

PLEASE RETURN IN ENCLOSED ENVELOPE TO:

Francis L. Keane
#6 Lexington Street
Lynn, Massachusetts

PLEASE READ CAREFULLY: Listed below and on the following pages is a number of suggested topics for High School study in the field of worker-union-management relations in American industry. It is desired that you indicate, in some ONE of the three columns at the right-hand margin, opposite each topic, the value you think each topic would have in terms of its usefulness in properly preparing the beginning worker in industry and business, who enters the world of work directly from high school.

Please indicate your own opinion on EVERY topic, placing a check mark (✓) in one of the three columns according to the following code:

Column headed "O" - if you think the topic would be of OUTSTANDING value in preparing the beginning worker

Column headed "H" - if you think the topic would be HELPFUL, BUT NOT OF OUTSTANDING value, in preparing the beginning worker

Column headed "L-N" - if you think the topic would be of only LITTLE OR NO value in preparing the beginning worker.

NO.	TOPICS TO BE CONSIDERED	O	H	L-N
1	The government agencies concerned with workers' self-efforts to attain industrial democracy			
2	The rise and continued progress of unionism in the United States, following World War I and during the "New Deal" . .			
3	Consideration of the need for government intervention in labor disputes			
4	The need for, and development of, legislation dealing with workers' problems of hours and work-periods			
5	Labor's alertness to prevent racketeering within its ranks . .			
6	The objectives of progressive unionism in relation to wages, hours, working conditions, and employment			
7	The history of, and future outlook for, the "co-operative movement" among workers in the United States			
8	The employment conditions of child-workers in the United States			
9	Wages, hours, and working conditions of Negro workers in industry			
10	The nature and types of convict labor in the United States			
11	The application of scientific management to methods of work and systems of wage payment - piece rate systems, time-rate systems, the newer wage-payment systems			
12	How wage rates and income levels of American industrial workers have been determined in the past and how they are determined at present			
13	The nature, extent, and effects of unemployment on workers, employers, and society in general			

NO.	TOPICS TO BE CONSIDERED	O	H	L-N
14	The causes, extent, and effects of workers' old-age dependency among American industrial workers			
15	The aims and methods of progressive labor management in American industry			
16	The evaluation of personnel (or labor) management by employers, workers, and society in America			
17	The extent of labor problems between employers and workers as an outgrowth of industrial autocracy			
18	The history, organization, types, and uses made of employers' associations in the world of work			
19	The effects on workers, employers, and society of varying the length of the work-day and work-week			
20	The classification of labor unions according to their function in the workers' struggle for a larger share of the good things of life			
21	The extent of unionism among workers throughout the United States			
22	The development of union leadership and of democratic practices within the labor unions of the United States			
23	The growth of unionism in the Building & Construction industries of this country			
24	The names, and affiliates, of the present-day labor unions in this country			
25	Past and present government attitudes toward collective action among workers in worker-employer relations			
26	The development of individual bargaining and collective bargaining among workers in industry			
27	The nature of labor unions; how they may be defined and the broad bases for their classification			
28	The development of craft unionism in this country			
29	Trends in membership among the various labor unions in the United States			
30	The history and progress of unionism among Negro workers in this country			
31	The history, structure, organization, government, and functions of the Congress of Industrial Organizations			
32	The development and extent of workers' problems related to work-hours and work-periods			
33	The attitudes and tactics of union-recognizing employers in labor relations problems			

30

CODE

Check "O" -- if of OUTSTANDING value to beginning workers
Check "H" -- if HELPFUL, BUT NOT OF OUTSTANDING value, to beginning workers
Check "L-N" -- if of only LITTLE OR NO value to beginning workers.

NO.	TOPICS TO BE CONSIDERED	O	H	L-N
34	The nature of the labor problems which are brought about by industrial autocracy			
35	The development and nature of personnel management in American industry			
36	Personnel management functions which seek to improve workers' well-being, such as health and safety work, welfare and service activities, and joint employer-employee relations			
37	The causes, extent, costs, and effects of industrial accidents as they affect the worker, the employer, and society			
38	The nature and extent of workers' problems concerning wages and income, in their relation to standards of living in this country			
39	The nature of scientific management as adopted in American industry			
40	The extent and effects of the employment of women in industry			
41	Reasons for the less satisfactory labor conditions of Southern workers in the United States			
42	Wages, hours, living and working conditions of casual workers in America			
43	The business methods of progressive unionism in relation to collective bargaining, trade agreements, and restrictive practices			
44	The legislative and political programs of organized labor groups			
45	Methods adopted by revolutionary unionism to influence the American labor movement			
46	The need for, and development of, legislation dealing with workers' problems of industrial insecurity -- unemployment, occupational health hazards, need for pensions, etc. . .			
47	The history of labor unionism in the United States prior to World War I			
48	The practical considerations involved in getting government approval of labor legislation, and the problems involved in getting labor laws to work properly			
49	The need for, and development of, legislation protecting sub-standard workers in industry			

NO.	TOPICS TO BE CONSIDERED	O	H	L-N
50	The collective pressure weapons available to organized labor in labor disputes -- the strike, the boycott, restrictive practices, etc.			
51	The extent of child labor in American industry			
52	The industrial effects of the employment of Negroes			
53	The causes and effects of casual labor in the American labor scene			
54	The history and development of scientific management in labor relations			
55	The harmful and undesirable effects on wage-earners, employers, and society which are caused by inadequate wages in industry			
56	The causes, extent, costs, and effects of industrial diseases and sickness as they affect the worker, the employer, and society			
57	The function of employment management as an integral part of labor management in the world of work			
58	The need for, and importance of, personnel research in industry			
59	The effects of industrial autocracy on workers, employers, and society			
60	The anti-union tactics of employers -- company unions, propaganda, discrimination, violence, espionage, etc. . .			
61	The measures taken by unions, employers, and the government for securing shorter work periods in American industry . .			
62	The classification of labor unions according to their structure -- craft, industrial, amalgamated craft, federation .			
63	The internal organization and government of typical labor unions			
64	Types and causes of jurisdictional disputes in unionism, and the solutions actively being sought for them			
65	The structure, organization, government, and functions of the American Federation of Labor			
66	The growth of unionism in the Manufacturing industries in this country			
67	The history and progress of unionism among women workers in the United States			
68	The common and statutory law regarding specific measures used by workers to secure industrial democracy			

31

CODE

Check "O" -- if of OUTSTANDING value to beginning workers
Check "H" -- if HELPFUL, BUT NOT OF OUTSTANDING value, to beginning workers
Check "L-N" -- if of LITTLE OR NO value to beginning workers

NO.	TOPICS TO BE CONSIDERED	O	H	L-N
69	The welfare measures adopted by labor unions to promote the well-being of workers			
70	The aims of, and objections to, the plans of revolutionary unionism against organized labor in the United States . . .			
71	The need for, and development of, legislation dealing with workers' problems of wages and income			
72	The working conditions influencing employment of women in industry and the basic reasons why these conditions exist . .			
73	The effects of child-labor on adult workers, employers, the children themselves, and society in general in the United States			
74	Wages, hours, living and working conditions of Southern workers in this country			
75	The relationship between scientific management and the causes of unemployment			
76	The economic and industrial conditions in industry which operate to cause unemployment			
77	The nature, content, and evaluation of workers' training programs in the world of work			
78	The underlying causes of industrial autocracy as practiced by some employers, some unions, and some government agencies			
79	The factors which influence employers' decisions concerning the varying length of work-periods			
80	The development of industrial unionism in the United States .			
81	The growth and functions of the United Mine Workers of America			
82	The history, structure, functions, and progress of unionism by the Industrial Workers of the World			
83	The principles, practices, and experience of government intervention in settlement of union-employer disputes			
84	Employment, wages, and working conditions among immigrant wage-earners in the United States			
85	The growth of unionism in the Raw Materials industries in this country			
86	The growth of unionism in the Transportation & Communication industries of the United States			
87	The government's attitude toward employers' anti-union activities			

Evaluation of the Opinionnaire.-- A preliminary draft of the completed Opinionnaire was released to a selected group of ten labor leaders in the State of Massachusetts and they were requested to study critically the content of the proposed Opinionnaire for completeness, comprehensiveness, clarity of expression, and the practicality of the approach to each topic statement therein. They were asked particularly to keep in mind the demonstrated "needs" of young workers entering our American economy, insofar as their labor relations problems were concerned and to suggest any and all changes in content, format, approach, etc., of the Opinionnaire which they deemed advisable. As a result of this trial "run" a few changes were made in sentence structure and a small number of mechanical alterations in the format of the Opinionnaire itself resulted. A few selected comments from the unsolicited correspondence resulting from this study and which bear directly upon the Opinionnaire itself are worthy of special attention at this point.

> "Many of these questions [topic statements] are very important to all working men and boys starting out to earn a living. If a few of these questions [topic statements] could be worked in together to form a course in High School, the boys would be better equipped. . . . the young folks would understand Labor Relations better; they don't understand it now."
>
> W.Edward Brissette, Business Agent, Central Labor Union of Franklin County, Massachusetts International Alliance of Theatrical,Stage Employees and Moving Picture Machine Operators of the United States and Canada

"Boston University is to be congratulated for doing something concrete and of inestimable value in the field of workers' and labor education. Organized labor in America should most certainly heartily support you in this more than worthwhile endeavor."

George W. Thorpe, President
Connecticut State Council #16
American Federation of State,
County and Municipal Employees

"I believe that because the majority of workers' children attend public schools they should receive the best and most modern education and again I emphasize this includes a required course in labor relations."

Franklin J. Murphy, Secretary
Lawrence Central Labor Union
Hotel, Restaurant Employees'
International Alliance and
Bartenders' League of America

"A trend that may change substantially the conditions under which many industrial workers live is the movement toward what may properly be considered a new kind of industrial and economic citizenship. As management and labor develop the social skills and meetings of minds necessary to group cooperation and collaboration, the factory is becoming a new sort of community - a medium thru which the worker can achieve a satisfying life. But if the workers are to meet these new obligations and if they are to fully realize their opportunities in this new type of community, they will need to be well informed and socially minded members, so as to cooperate on equal terms with well-informed and socially minded members of management. . . . . This, as I see it, represents the crux of the challenge which your study presents to both our schools and our successive generations of potential young workers, at the high school level."

- Anonymous Opinionnaire returned

"All topics are good."

Francis P.X. Mangan, Secretary-Treasurer, Somerville Central Labor Union
International Typographical Union

"There is no question [but] that the High School student should be offered courses in Labor Relations."

Abbott L. McKenney, Recording Secretary
Waterville Central Labor Union
International Association of Machinists.

Such responses and reactions to the Opinionnaire appear to present proof of the soundness of the procedure outlined above.

Selection of Raters

Bases for selecting the jury members to participate in the survey.-- There is now available a sizable group of specialists in labor relations matters who can furnish leadership in the development of techniques designed to provide more effective labor relations orientation to prospective young workers. It was to this group that an appeal was made for assistance in evaluating the data that should be considered essential in the labor relations information program at the secondary school level. The

appraisal of these 87 Topics statements by an arbitrarily chosen group of people believed to be cognizant of such problems within the American economy would not result in the kind of judgment that might be considered in any way authoritative. Moreover, in the treatment of these Topics which could have numerous controversial issues, it was recognized that the points of view of labor and management, both organized and unorganized, should be ascertained. However, for this immediate study at the Master's level, it was determined that a survey among labor leaders only would prove to be well worthwhile.

In the selection of labor leader specialists deemed best qualified to appraise the needs of the labor relations program for the secondary school, two standards were established:

1. Does the individual hold a position that would require him or her to have some background knowledge of, and familiarity with, the problem of providing labor relations orientation to young beginning workers ?

2. Is the individual now actually engaged in the continuous study of this problem through participation in labor relations activities in American industry or business ?

These are rather rigid standards, but 220 persons representing various groups within organized labor throughout New England were found who could meet these rigid conditions for participation; all were found in the most recent issue of WHO'S WHO IN LABOR.[1/]

1/ M. Dickerman and Ruth Taylor, Who's Who in Labor. The Dryden Press, New York, 1946, pp. 467-472.

The 220 specialists[1] chosen for the task of evaluating the topical contents of the labor relations information program for secondary schools represented three major groups of organized labor in this geographical area, namely, the American Federation of Labor, the Congress of Industrial Organizations, and Independent unions. The number of representatives of each of these varied as follows: 112 specialists who were members of the American Federation of Labor affiliates, 96 specialists representing Congress of Industrial Organizations affiliation, and 12 specialists representing the Independent unions. All those listed in WHO'S WHO IN LABOR and whose home addresses indicated residence in New England were chosen so that a characteristic New England representation would be obtained.

Transmittal letter to accompany Opinionnaire sent to experts.-- In order that the fullest cooperation might be forthcoming from the labor relations experts chosen to participate in this study, a letter of explanation was drafted. In this letter, copy of which follows, it was pointed out that the concept of human, or labor, relations in industry was not included at the present time within the curriculum of the secondary school. It was also pointed out that the educational system in this country should include in its curricula at least an elementary exploration of the human industrial relations experiences already acquired by the

1/ A complete listing of the cooperating specialists will be found in Appendix C.

6 Lexington Street
Lynn, Massachusetts

Dear

In connection with a study being conducted at Boston University and because of your experience and background in the field of LABOR RELATIONS in industry and business, your considered opinion is earnestly needed on an important aspect of the preparation of young workers for the task of earning a livelihood.

Among the many thousands of former students who enter the work-world each year directly from high school comparatively few have been given any specific information about those principles of human, or labor, relations in industry which would be helpful to them as beginning workers. It is contended that our educational system which has as its goal: To equip young people for their adult roles in our society -- should include in its courses of study for all students, at least an elementary exploration of the experience of that society in its man-to-man, man-to-group and group-to-group relationships in industry.

It may be expected, with some degree of confidence, that the high school study of such LABOR RELATIONS information as may be pertinent to beginning workers will contribute to a better informed labor force and a fully responsible citizenship among such workers in this country. Will you please cooperate in this study to help indicate the types of LABOR RELATIONS information which you think should be taught to beginning workers while they are still attending high school? A self-addressed stamped envelope is enclosed for returning the attached opinionnaire. Your cooperation can be of benefit to many prospective young workers throughout the country.

Very truly yours,

Francis L. Keane

Encl.

society to which the present generation belongs. Every attempt was made to keep the transmittal letter short and succinct, because its primary purpose was to inform and motivate the reader to active participation in the survey. The results achieved in the study demonstrate the effectiveness of this technique.

An individually-addressed and signed copy of this transmittal letter accompanied a copy of the Opinionnaire sent to each of the participating experts, together with a return-addressed, stamped envelope. All Opinionnaires were mailed to the experts on June 7, 1948 and follow-up communications were mailed on June 21, 1948 and on July 1, 1948.

CHAPTER III

PRESENTATION OF THE FINDINGS

Analysis of Returns from the Jury

Characteristics of the returns.-- An analytical summary of this survey among the 220 labor relations experts is found in the following statistical data:

OPINIONNAIRES mailed	220	100%
Total replies received	107	49%
Total completed OPINIONNIARES received	102	46%
Explanatory letters received without completed OPINIONNAIRES	5	2%
OPINIONNAIRES received before July 10, 1948	100	45%
OPINIONNAIRES received from July 10,1948 to July 31, 1948	2	1%
Transmittals returned unclaimed	4	2%

The 100 Opinionnaires that were received within thirty days after the original mailing date were used throughout the remainder of this study.

All experiences and all kinds of information may be said to be of some value in each person's attempt to understand an activity so important as the relationships of

human beings one with another, in his industrial or business pursuits. Therefore, for purposes of this research, it was assumed that ALL topics of labor relations information listed in the Opinionnaire would have some value to some individual at some time during his work-world existence. The experts were requested, therefore, to evaluate each Topic in the Opinionnaire in terms of whether they believed it would be of -

a- OUTSTANDING value to the beginning worker, or

b- HELPFUL, but not of Outstanding, value to the beginning worker, or

c- LITTLE or NO value to the beginning worker, -

if the Topic being considered were to be included in the labor relations information program for the secondary school.

Indications of rater interest.-- A number of the appraisers indicated that they were of the opinion that most of the Topics considered were very important and should be included in any labor relations information program of the secondary school. Typical unsolicited comments from individual appraisers setting forth this point of view are given below:

> "You will note that I have not checked any numbers as of slight value. I think your 87 questions [topics] all could be classed as 'very helpful', some more than others, so I only checked the Outstanding and Helpful columns."
>
> Leo F. Barber, President
> Lynn Central Labor Union
> International Alliance of
> Theatrical, Stage Employees and
> Moving Picture Machine Operators
> of United States and Canada

"To me, all of these topics are outstanding. However, I firmly believe all of them should be touched upon in several courses of study in the High Schools."

Francis M. Curran
Massachusetts Labor Relations
Commission
International Brotherhood of
Firemen and Oilers

"The list of questions presented for my opinion are all excellent topics for discussion and study in High School courses, and if it was possible for students to observe the lengthy lists you have outlined, I would say that would be the thing to do."

Antonio Dipinto, President
Local #283
United Electrical, Radio and
Machine Workers of America

"If some of the unessential school subjects still being taught today (Latin, Ancient History, Lady of the Lake,etc.) could be eliminated from the school studies and something like what you have outlined here substituted for them, I believe that one of the major causes for labor-management problems in industry today would eventually be eliminated in this country. Since neither labor nor management thoroughly understand each other and education has not yet realized the great necessity of teaching our oncoming young workers how to grow in understanding of the problems of both labor and industry, I am afraid that we in this country must look forward to a continuation of labor strife for some time to come.

"While we may be able to legislate HOW and WHEN people should do certain things in labor negotiations, we shall never be able to legislate the spirit and the will-to-do and the understanding of the need for amicable labor relations, no matter how many laws we may pass. Therefore, we need more UNDERSTANDING of labor by labor, and of management by management, and of labor by management and of management by labor. That, sir, is the real challenge to be presented to the high schools by your thesis outcome."

- Anonymous Opinionnaire returned

"The full questionnaire in my opinion should be used as a study in every High School today and those to come, for the young people leaving the sheltering arms and advancing into the unknown hardships in many,many cases. If they are informed in an unbiased and truthful fact in the benefits of Labor Relations, their results will be so much lighter and happier."

Florence A. Tibbals, Secretary-Treasurer,
Local #285
American Federation of Musicians

"Too little is known in High Schools on Labor Relations. It has been a practice not to let them know too much because tomorrow they will be the workers of America working under unfair conditions. But I believe your questionnaire is a step towards progress with Labor and Management, also governmental interests. . . . "

Henry J. Rivers
International Association of Machinists

"This type of instruction and education is very important and very essential to our young students. It should definitely be developed and encouraged. Since labor represents such a major part of society, a knowledge of labor relations both in industry and business, will be invaluable no matter what field of endeavor a student might choose to pursue."

- Anonymous Opinionnaire returned

"You will note my comment on establishing a course in labor relations at the High School Level which I feel will prove of great benefit in the basic problem confronting you. Here we were able to have a course in labor-relations established at the High School level, but only as an elective subject on a half-year basis and then taught in conjunction with economics. I am sure you will agree that labor relations and the study of same requires a full-time course on a <u>required</u> basis. In this modern economy it is just as important as the subject of Civics and English on the basis that the individual student will gain more from a knowledge of every day labor relations than he will from the other two assuming he must go into industry rather than enroll for higher education. I do not mean to minimize

the importance of the first two subjects but I honestly believe that the third is just as important. . . . It was amazing for me to discover that for the most part . . . students had never heard of the NLR Act, had absolutely no knowledge of the functions of a labor union, had a vague idea of Unemployment Compensation and Social Security and for the most part had not the slightest idea of the basic fundamentals of collective bargaining."

Franklin J. Murphy, Secretary
Lawrence Central Labor Union
Hotel and Restaurant Employees International Alliance and Bartenders' League of America

Statistical Treatment of Jury Opinions

Plan for weighting the appraisals of each Topic by the experts.-- Before attempting to analyze the appraisal outcomes for the 87 Topics of labor relations information, it was necessary to apply a statistical process to the pooled opinions of the experts. This step was necessary so that all Topics might be compared, one with another, in terms of the relative importance or value assigned by the raters to each in the labor relations information program of the secondary school. The use of a technique known as Mean Scale Values was chosen as being suitable for the problem presented by these returns. In order to utilize this specific technique it was necessary to determine the respective weights to be assigned to those opinions expressed as OUTSTANDING, those expressed as HELPFUL, but not of Outstanding value, and those expressed as of LITTLE or NO value. Since all 87 Topics were interrelated, the respective

weights assigned to the opinions at each of the three levels (Outstanding - Helpful, but not Outstanding - Little or No value) were derived from the percentage of total opinions recorded in the three levels of the Opinionnaire, for the entire series of 87 Topics.

Table 1. Determination of Relative Derived Weights Assigned to the Pooled Opinions Expressed by 100 Labor Relations Experts, on Each of 87 Topics of Labor Relations Information

Opinions Reported	Total Reported	Per cent of Total	Derived Weight
(1)	(2)	(3)	(4)
As of OUTSTANDING value	4347	51	5.1
As HELPFUL, but not of OUTSTANDING value	3203	37	3.7
As of LITTLE or NO value	1041	12	1.2
TOTAL	8591	100	10.0

The Mean Scale Value for each of the 87 Topics comprising the Opinionnaire was then calculated (see Table 21, Appendix B). All Topics were then classified into a grouped frequency distribution suitable for the range of Mean Scale Values obtained for the entire series of 87 Topics; a class-interval of 3 was used throughout the distribution. The Median for the distribution was then established through use of acceptable statistical procedures. (See Table 2). To determine that point of relative value in this frequency distribution above which it was evident

that the Topic had been rated as having sufficient value to be included early in the secondary school labor relations information program, and that point below which it should not be included until later, the Median of the frequency distribution was chosen as the critical point. Thus, any Topic whose Mean Scale Value lay above the Median for the entire distribution was considered to be of IMMEDIATE VALUE in such a program while any Topic whose Mean Scale Value lay below the Median for the distribution was considered to have only LATER VALUE in the labor relations information program. In other words, any Topic whose Mean Scale Value lay above the Median in this distribution should be given immediate consideration for inclusion in any labor relations information program which might be developed for the secondary school level, thus the designation of IMMEDIATE VALUE becomes clear. Likewise, any Topic whose Mean Scale Value lay below the Median in this distribution should be of LATER value (to be considered only after all those Topics having IMMEDIATE value have been considered) for inclusion in similar programs.

Table 2. Grouped Frequency Distribution of Mean Scale Values Assigned to Results of Opinions Expressed by 100 Experts on Each of 87 Topics of Labor Relations Information

Class Interval		Frequency	Topic Numbers
Integral Limits	Mid-point		
4.9 - 5.3	5.0	2	6-38
4.6 - 4.8	4.7	18	2-4-13-15-21-22-26-27-43-46-60-61-69-71-76
4.3 - 4.5	4.4	22	4-12-17-19-20-25-28-32-34-37-49-56-59-63-65-66-73-78-80-87
*** ***	***	**	** M E D I A N **
4.0 - 4.2	4.1	7	18-24-31-48-62-81-83
3.7 - 3.9	3.8	20	1-7-8-9-11-23-29-40-47-51-54-57-64-67-68-72-75-79-85-86
3.4 - 3.6	3.5	13	3-14-16-30-35-39-41-45-52-70-77-84
3.1 - 3.3	3.2	1	58
2.8 - 3.0	2.9	3	42-53-82
2.5 - 2.7	2.6	1	10

Attention focused on data for all 87 Topics combined.-- A mass of detailed relationships are available from the data of Table 3. Since a number of quantitative comparisons could be made it is necessary that one must steer a middle course in pointing out relationships likely to be of general interest. To aid the reader to select readily those labor relations information Topics appraised as being of most value and those appraised as being of least value by the cooperating labor relations experts, those Topics whose Mean Scale Values placed in the upper fourth of the frequency distribution have been marked with a plus sign (+) and those Topics whose Mean Scale Values placed in the lowest fourth of the distribution have been marked with a minus sign (-).

These designations are not absolutely exact, since the total number of Topics (87) is not divisible by 4, and since, in a few cases, tied ranks interfere with the precise division of the distribution into fourths. However, for practical purposes, the plus and minus signs show readily and with sufficient accuracy those portions of the entire labor relations information program which the labor relations experts believe should receive the most and also those that should receive the least attention.

Table 3. Rank Order of the Mean Scale Values for 87 Labor Relations Topics, Based on Ratings Assigned to Them by 100 Labor Relations Experts

Rank Order	Topic Number	Statement of Topic	Opinions Reported O	H	L-N	Mean Scale Value
(1)	(2)	(3)		(4)		(5)
+1	6	The objectives of progressive unionism in relation to wages, hours, working conditions, and employment	96	3	1	5.1
+ 2	38	The nature and extent of workers' problems concerning wages and income, in their relation to standards of living in this country	84	12	2	4.9
+ 4.5	22	The development of union leadership and of democratic practices within the labor unions of the United States	83	15	1	4.8
+ 4.5	46	The need for, and development of, legislation dealing with workers' problems of industrial insecurity	81	15	3	4.8
+ 4.5	55	The harmful and undesirable effects on wage-earners, employers, and society which are caused by inadequate wages in industry	85	12	2	4.8
+ 4.5	60	The anti-union tactics of employers	84	10	5	4.8
+ 9.5	2	The rise and continued progress of unionism in the United States following WW I and during the "New Deal"	78	17	4	4.7
+ 9.5	13	The nature, extent, and effects of unemployment on workers, employers, and society in general	74	25	1	4.7

Table 3. (continued)

Rank Order	Topic Number	Statement of Topic	Opinions Reported			Mean Scale Value
			O	H	L-N	
(1)	(2)	(3)	(4)			(5)
+9.5	15	The aims and methods of progressive labor management in American industry	70	28	1	4.7
+9.5	26	The development of individual bargaining and collective bargaining among workers in industry	75	22	2	4.7
+9.5	50	The collective pressure weapons available to organized labor in labor disputes	76	18	4	4.7
+9.5	69	The welfare measures adopted by labor unions to promote the well-being of workers	74	23	2	4.7
+16.5	5	Labor's alertness to prevent racketeering within its ranks	65	30	3	4.6
+16.5	21	The extent of unionism among workers throughout the United States	71	26	2	4.6
+16.5	27	The nature of labor unions	69	24	5	4.6
+16.5	43	The business methods of progressive unionism in relation to collective bargaining, trade agreements, and restrictive practices	72	22	4	4.6
+16.5	44	The legislative and political programs of organized labor groups	66	29	3	4.6

Table 3. (continued)

Rank Order (1)	Topic Number (2)	Statement of Topic (3)	Opinions Reported (4) O	H	L-N	Mean Scale Value (5)
+16.5	61	The measures taken by unions, employers, and the government for securing shorter work-periods in American industry	68	28	3	4.6
+16.5	71	The need for, and development of, legislation dealing with workers' problems of wages and income	70	24	4	4.6
+16.5	76	The economic and industrial conditions in industry which operate to cause unemployment	72	24	3	4.6
23.5	4	The need for, and development of, legislation dealing with workers' problems of hours and work-periods	65	28	6	4.5
23.5	12	How wage rates and income levels of American industrial workers have been determined in the past and how they are determined at present	64	33	2	4.5
23.5	19	The effects on workers, employers, and society of varying the length of the work-day and work-week	67	25	7	4.5
23.5	32	The development and extent of workers' problems related to work-hours and work-periods	65	29	4	4.5
23.5	33	The attitudes and tactics of union-recognizing employers in labor relations problems	61	37	2	4.5

Table 3. (continued)

Rank Order (1)	Topic Number (2)	Statement of Topic (3)	Opinions Reported (4) O	H	L-N	Mean Scale Value (5)
23.5	65	The structure, organization, government, and functions of the American Federation of Labor	67	25	7	4.5
32.5	17	The extent of labor problems between employers and workers as an outgrowth of industrial autocracy	65	25	8	4.4
32.5	20	The classification of labor unions according to their functions	66	26	7	4.4
32.5	25	Past and present government attitudes toward collective action among workers in worker-employer relations	56	39	4	4.4
32.5	28	The development of craft unionism in this country	58	34	6	4.4
32.5	34	The nature of the labor problems which are brought about by industrial autocracy	58	36	4	4.4
32.5	36	Personnel management functions which seek to improve workers' well-being	59	32	7	4.4
32.5	49	The need for, and development of, legislation protecting sub-standard workers in industry	57	37	4	4.4
32.5	56	The causes, extent, costs, and effects of industrial diseases and sickness as they affect the worker, the employer, and society	60	35	4	4.4

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Table 3. (continued)

Rank Order (1)	Topic Number (2)	Statement of Topic (3)	Opinions Reported O H L-N (4)	Mean Scale Value (5)
32.5	59	The effect of industrial autocracy onworkers ,employers, and society	65 26 8	4.4
32.5	63	The internal organization and government of typical labor unions	64 28 7	4.4
32.5	80	The development of industrial unionism in the United States	63 29 7	4.4
32.5	87	The government's attitudetoward employers' anti-union activities	53 43 3	4.4
40.5	37	The causes, extent, costs, and effects of industrial accidents as they affect the worker, the employer, and society	53 40 5	4.3
40.5	66	The growth of unionism in the Manufacturing industries in this country	58 33 8	4.3
40.5	73	The effects of child-labor on adult workers, employers, the children themselves, and society in general in the United States	52 41 6	4.3
40.5	78	The underlying causes of industrial autocracies as practiced by some employers, some unions, and some government agencies	55 33 11	4.3

Table 3. (continued)

Rank Order (1)	Topic Number (2)	Statement of Topic (3)	Opinions Reported (4) O	H	L-N	Mean Scale Value (5)
44	18	The history, organization, types, and uses made of employers' associations in the world of work	50	43	6	4.2
44	31	The history, structure, organization, government, and functions of the Congress of Industrial Organizations	55	34	10	4.2
44	62	The classification of labor unions according to their structure	56	33	10	4.2
46.5	24	The names, and affiliates, of the present-day labor unions in this country	51	35	13	4.1
46.5	48	The practical considerations involved in getting government approval of labor legislation, and the problems involved in getting labor laws to work properly	51	33	14	4.1
48.5	81	The growth and functions of the United Mine Workers of America	48	36	15	4.0
48.5	83	The principles, practices, and experience of government intervention in settlement of union-employer disputes	38	53	8	4.0
54	1	The government agencies concerned with workers' self-efforts to attain industrial democracy	32	57	10	3.9

Table 3. (continued)

Rank Order	Topic Number	Statement of Topic	Opinions Reported			Mean Scale Value
			O	H	L-N	
(1)	(2)	(3)		(4)		(5)
54	7	The history of, and future outlook for, the "cooperative movement" among workers in the United States	35	53	10	3.9
54	8	The employment conditions of child-workers in the United States	45	38	16	3.9
54	23	The growth of unionism in the Building and Construction industries of this country	42	41	16	3.9
54	47	The history of labor unionism in the United States prior to World War I	37	47	14	3.9
54	51	The extent of child-labor in American industry	34	54	11	3.9
54	64	Types and causes of jurisdictional disputes in unionism, and the solutions actively being sought for them	34	55	10	3.9
54	72	The working conditions influencing employment of women in industry and the basic reasons why these conditions exist	27	63	9	3.9
54	86	The growth of unionism in the Transportation and Communication industries of the United States	43	38	18	3.9
63	9	Wages, hours, and working conditions of Negro workers in industry	26	60	13	3.8

Table 3. (continued)

Rank Order	Topic Number	Statement of Topic	Opinions Reported			Mean Scale Value
			O	H	L-N	
(1)	(2)	(3)	(4)			(5)
63	11	The application of scientific management to methods of work and systems of wage-payment	39	44	17	3.8
63	14	The causes, extent, and effects of workers' old-age dependency among American industrial workers	42	36	21	3.8
63	29	Trends in membership among the various labor unions in the United States	34	50	14	3.8
63	40	The extent and effects of the employment of women in industry	29	55	14	3.8
63	57	The functions of employment management as an integral part of labor-management in the world of work	26	64	9	3.8
63	67	The history and progress of unionism among women workers in the United States	29	57	13	3.8
63	75	The relationship between scientific management and the causes of unemployment	34	50	15	3.8
63	79	The factors which influence employers' decisions concerning the varying lengths of work-periods	37	46	16	3.8
-69	54	The history and development of scientific management in labor relations	26	59	14	3.7

Table 3. (continued)

Rank Order (1)	Topic Number (2)	Statement of Topic (3)	Opinions Reported (4) O	H	L-N	Mean Scale Value (5)
-69	68	The common and statutory laws regarding specific measures used by workers to secure industrial democracy	39	38	22	3.7
-69	85	The growth of unionism in the Raw Materials industries in this country	31	51	17	3.7
-72	16	The evaluation of personnel (or labor) management by employers, workers, and society in America	27	53	20	3.6
-72	35	The development and nature of personnel management in American industry	27	53	20	3.6
-72	77	The nature, content, and evaluation of workers' training programs in the world of work	44	28	27	3.6
-76.5	30	The history and progress of unionism among Negro workers in this country	21	58	19	3.5
-76.5	39	The nature of scientific management as adopted in American industry	20	60	18	3.5
-76.5	41	Reasons for the less satisfactory labor conditions of Southern workers in the United States	36	35	27	3.5
-76.5	45	Methods adopted by revolutionary unionism to influence the American labor movement	32	41	25	3.5

Table 3. (concluded)

Rank Order (1)	Topic Number (2)	Statement of Topic (3)	Opinions Reported O H L-N (4)	Mean Scale Value (5)
-76.5	70	The aims of, and objections to, the plans of revolutionary unionism against organized labor in the United States	36 33 29	3.5
-76.5	84	Employment, wages, and working conditions among immigrant wage-earners in the United States	23 57 19	3.5
-81	3	Consideration of the need for government intervention in labor disputes	22 52 25	3.4
-81	52	The industrial effects of the employment of Negroes	20 57 22	3.4
-81	74	Wages, hours, living and working conditions of Southern workers in this country	31 37 31	3.4
-83	58	The need for, and importance of, personnel research in industry	24 47 28	3.3
-84.5	42	Wages, hours, living and working conditions of casual workers in America	21 39 38	3.0
-84.5	82	The history, structure, functions, and progress of unionism by the Industrial Workers of the World	24 32 43	3.0
-86	53	The causes and effects of casual labor in the American labor scene	15 40 43	2.8
-87	10	The nature and types of convict labor in the United States	10 35 54	2.5

Note: For explanation of plus and minus signs, see text, p.47.

Relative Value Assigned to Topics by the Jury

Analysis of those Topics appraised as having the most value.-- Reference has already been made to the fact that an analysis of the literature on labor relations revealed 87 Topics regarded as informative in nature. The experts co-operating in this study rated each of these 87 Topics in terms of the relative value of each in the labor relations information program for the secondary school program, and the results are set forth in Table 3.

Those Topics occupying the first 20 ranks, or the upper fourth of the Mean Scale Value frequency distribution, have been marked with plus signs. These Topics seem to require no further comment. In the main, they are Topics one would expect to find within the orientation and introductory phases of a labor relations information program for beginning workers. A number of these Topics deal with the history, needs, objectives, and development of unionism among workers in the United States; some of the more cogent experience in the efforts of workers' groups to secure industrial security, recognition, and higher living standards; and other related but broad aspects of the labor movement in this country.

Analysis of those Topics appraised as having the least value.-- Concerning the 20 Topics ranking lowest in value, it may be said that, in general, they are either Topics which depend for adequate understanding upon considerable industrial

experience and application, formal education, labor union experience, and knowledge of personnel practices or, they reflect labor relations problems of minority groups and other segments of the working population in geographical areas of the United States other than New England. As an example of the former may be mentioned the history and development of scientific management in labor relations. As an example of the latter may be mentioned the study of wages, hours, living and working conditions of Southern workers in this country.

Pages might be consumed in detailed comment concerning the data shown in Table 3. However, for the purposes of this study at this time it is merely desired to point out to the interested reader that the rank order data as set forth in Table 3 can serve a very practical purpose when one is confronted with the problem of program restriction and lack of time in the daily lesson plan which would allow integration of only a few selected Topics. If time available will allow adequate exploration of only three Topics in this area of labor relations information, in the opinion of the jury used in this study those three should be selected from among the 20 highest ranking Topics. If more time is available and the occupational interests of the group are diverse, in the opinion of the jury used in this study choice should be made from those Topics listed in Table 3 in ascending rank order. It is obvious that the inclusion of those Topics

accompanied by a minus sign in Table 3 should be selected only after considerable exploration, and adherence to the principle of "first needs, first."

Analysis of Ratings Assigned to Topics within the Major Areas

Analysis of Area appraisals.-- As stated previously in this study one of the early steps in the research was to classify the 2874 labor relations terms and phrases into 17 functional major areas of labor relations information. These major areas, in turn, were further subdivided into 87 Topics of labor relations information. Now that the relative importance of each of these Topics has been determined, based on the considered opinions of the 100 labor relations experts, it may be of interest to regroup the 87 Topics into their original 17 major areas for further analysis. It will be remembered that each Topic has also been classified into one of two categories depending upon whether its Mean Scale Value lay above or below the median for the grouped frequency distribution of the entire 87 Topics. It will be recalled that if the Mean Scale Value for a specific Topic lay above the Median, it was considered to be of IMMEDIATE value to the beginning worker. Likewise, if the Mean Scale Value for a Topic lay below the Median, it was to be considered as having only LATER value in the labor relations information program for beginning workers. This method of differentiating among the 87 Topics was selected because it

was believed to be a justifiable basis for comparison when viewed in the light of the restricted geographical area of the country from which the returns were solicited, and in view of the general nature of the statements setting forth each of the topics contained in the Opinionnaire. The major area comparisons follow.

FUNCTIONAL AREA ONE: The Classification and Structure of Unionism in America.

In his definition of unionism, Daugherty[1/] emphasizes the economic aspect of labor unions to the effect that they are voluntary associations of wage-earners who have combined for the common purpose of improving their wages, hours, and conditions of work, by dealing collectively with their employer. In the study of labor groups the secondary school student must remember that there is no average or typical unionism, although it is possible to find certain features of organization common to all such groups. Among the Topics comprising this major area of labor relations information, study of the similarities and differences among the various forms of unionism, enough to permit high school students to make some general broad classifications was deemed by the appraisers to be of IMMEDIATE value to beginning workers entering the world of work. In addition, from the viewpoint

1/ Carroll R. Daugherty, Labor Problems in American Industry. Houghton Mifflin Company, New York, 1941, p. 308.

Table 4. Ratings Assigned to Topics Related to the Classification and Structure of Unionism in America, by 100 Labor Relations Experts

Topic Number	Statement of Topic	Total Opinions Reported	Opinions Reported			Mean Scale Value	VALUE Rating Assigned
			O	H	L-N		
(1)	(2)	(3)	(4)			(5)	(6)
27	The nature of labor unions	98	69	24	5	4.6	IMMED.
20	The classification of labor unions according to their function	99	66	26	7	4.4	IMMED.
62	The classification of labor unions according to their structure	99	56	33	10	4.2	LATER

of adaptation to the economic environment, knowledge of the functions of labor organizations is probably of more significance than is the study of union structure (see Table 4). The appraisal of the labor experts recorded for these three Topics within this major area substantiates this consideration because they have expressed the belief that the structural study of labor organizations is of less immediate value to beginning workers than is the study of their function and of their nature.

FUNCTIONAL AREA TWO: The Functional Study of Progressive Unionism in America

In the study of the particular major area of labor relations information the student would be concerned with surveying the legislative, political, business, and welfare practices and policies of those labor organizations which work with and do not wish to destroy capitalism; the ultimate and immediate goals for which such groups are striving and the methods adopted by them to achieve such goals; an appraisal of the worth and effectiveness of labor union activities within and without the ranks of organized labor; the merits of union-management cooperation, worker education, and similar activities. Among the entire 87 Topics appraised by the 100 labor relations experts, Topic Number 6 included in this functional major area was selected by them as the most outstanding, from the point of view of IMMEDIATE helpfulness

Table 5. Ratings Assigned to Topics Related to the Functional Study of Progressive Unionism in America, by 100 Labor Relations Experts

Topic Number	Statement of Topic	Total Opinions Reported	Opinions Reported			Mean Scale Value	VALUE Rating Assigned
			O	H	L-N		
(1)	(2)	(3)	(4)			(5)	(6)
6	The objectives of progressive unionism in relation to wages, hours, working conditions, and employment	99	96	3	0	5.1	IMMED.
50	The collective pressure weapons available to organized labor in labor disputes	98	76	18	4	4.7	IMMED.
69	The welfare measures adopted by labor unions to promote the well-being of workers	99	74	23	2	4.7	IMMED.
5	Labor's alertness to prevent racketeering within its ranks	98	65	30	3	4.6	IMMED.
43	The business methods of progressive unionism in relation to collective bargaining, trade agreements, and restrictive practices	98	72	22	4	4.6	IMMED.
44	The legislative and political programs of organized labor groups	98	66	29	3	4.6	IMMED.

to prospective young workers. This particular Topic Number 6, with a Mean Scale Value of 5.1, together with the remaining five Topics comprising this major area, were all appraised as being of IMMEDIATE importance for inclusion in a well planned high school course of study in labor relations information. (See Table 5).

FUNCTIONAL AREA THREE: Government Attempts to Cope with Labor Relations Problems

Although recognizing the progress in labor relations made by organized labor to date, it still appears that the mass of wage-earners in this country has failed in general to reach anywhere near the desired security and health-and decency standard of living through utilization of a variety of policies and tactics. Likewise, the elaborate management and personnel techniques utilized by liberal and progressive employers similarly have failed to advance markedly the security of the masses and their economic well-being. Thus it follows that ample opportunity for, and possible need of, other leadership is presented. This thesis does not assume that some other agency ought to enter this economic engagement, but only that it may and does do so. Therefore, while it would appear to be desirable that all young workers be cognizant of the issues and factors involved in such intervention, the opinions of the labor experts concerned with this Opinionnaire indicated otherwise.

The Mean Scale Values for both Topics comprising this functional major area fall below the Median established for all 87 Topics in the Opinionnaire, indicating that the experts do not believe that such information has any great value of immediacy with respect to prospective young workers preparing for entrance into the world of work. Such Topics as these two are recommended, therefore, for inclusion in the labor relations information program only after all other Topics having higher Mean Scale Values of immediacy have been satisfactorily integrated into the high school curriculum. (See Table 6).

Table 6. Ratings Assigned to Topics Related to Government Attempts to Cope with Labor Relations Problems, by 100 Labor Relations Experts

Topic Number	Statement of Topic	Total Opinions Reptd	Opinions Reported O	H	L-N	Mean Scale Value	VALUE Rating Assigned
(1)	(2)	(3)	(4)			(5)	(6)
48	The practical considerations involved in getting government approval of labor legislation, and the problems involved in getting labor laws to work properly	98	51	33	14	4.1	LATER
3	Consideration of the need for government intervention in labor disputes	99	22	52	25	3.4	LATER

FUNCTIONAL AREA FOUR: The Functional Study of Revolutionary Unionism in America

In the opinion of some persons in this country, labor will never attain a position of betterment in the economic and social order within our present system. Thus, they reason, a complete revision of the status quo is the only cure for the age-old ills of labor. Industry, government, and the society which supports both of these in these United States are, in the opinion of these people, on their sick-beds and only a complete change of regimen can adequately cure the "patients". This major area of labor relations information is concerned with the specific aims and methods of the "revolutionary" groups of workers, the measures they have adopted to influence the American labor movement, and the objections to such plans and methods as adopted by the various radical groups.

It is evident from the results of the appraisal of the three Topics comprising this functional major area on revolutionary unionism that, in the opinion of the labor experts, such orientation of the beginning worker is not deemed to be of immediate importance, for incorporation into the high school curriculum. This is evidenced by the Mean Scale Values for all three Topics in this area being below the Median for the entire distribution; two of these three Topics were rated as so lacking in immediate value that they were

appraised as being in the lowest quartile for the entire 87 Topics comprising the Opinionnaire. (See Table 7).

Table 7. Ratings Assigned to Topics Related to the Functional Study of Revolutionary Unionism in America, by 100 Labor Relations Experts

Topic Number	Statement of Topic	Total Opinions Reported	Opinions Reported			Mean Scale Value	VALUE Rating Assigned
			O	H	L-N		
(1)	(2)	(3)	(4)			(5)	(6)
7	The history of, and future outlook for, the "cooperative movement" among workers in the United States	98	35	53	10	3.9	LATER
45	Methods adopted by revolutionary unionism to influence the American labor movement	98	32	41	25	3.5	LATER
70	The aims of, and objections to, the plans of revolutionary unionism against organized labor in the United States	98	36	33	29	3.5	LATER

FUNCTIONAL AREA FIVE: The History, Development, and Accomplishments of Unionism in America

In the opinions of the experts there appears a sharp cleavage between these two Topics (comprising this major area) as to their respective value in the occupational orientation of beginning workers. It seems evident from the appraisal of these two periods in the life of the labor movement in America that knowledge of the more recent history of such is deemed to be of greater and more immediate value to prospective young workers than is a general understanding of the background of unionism prior to World War I. This outcome from the appraisal process is consistent with the need for incorporating into the secondary school curriculum only such subject matter which is meaningful and contemporary in content. Therefore, in this instance, the appraisers have voted against the purely historical approach to the study of unionism and instead, have indicated a direct and functional approach by limiting the period of such study to the immediate past. (See Table 8).

Table 8. Ratings Assigned to Topics Related to the History, Development, and Accomplishments of Unionism in America, by 100 Labor Relations Experts

Topic Number	Statement of Topic	Total Opinions Reported	Opinions Reported			Mean Scale Value	VALUE Rating Assigned
			O	H	L-N		
(1)	(2)	(3)	(4)			(5)	(6)
2	The rise and continued progress of unionism in the U.S. following WW.I and during the "New Deal"	99	78	17	4	4.7	IMMED.
47	The history of labor unionism in the U.S. prior to World War I	98	37	47	14	3.9	LATER

FUNCTIONAL AREA SIX: Hours and Work-Periods as They Affect Labor and Management

Suitable adjustment of the length of the work-day and work-week is a problem of prime importance for workers, employers, and society. Such adjustments have a direct bearing upon unemployment, the health of wage-earners, industrial safety, wages, economic security, labor costs, profits, and one's enjoyment of leisure. Any area of labor relations information which so directly and broadly affects so much that is near and vital to the industrial life of all wage-earners in this country would appear to be important matter for consideration and understanding by prospective young workers.

From the appraisal of the four Topics comprising this functional major area it is apparent that, in the opinion of the labor leaders in New England, prospective young workers should be somewhat familiar with the measures taken in the past to shorten industrial work-periods, the effects therefrom upon workers and employers, and some of the basic problems caused by such reduction. Although the Mean Scale Values for three of these four Topics were well above the Median for the entire distribution, the Mean Scale Value for the fourth Topic in this area (The Factors Influencing Employers' Decisions Relative to Varying Lengths of Work-Periods) was appraised well below the Median in value to young workers. The inclusion of Topics 19, 32, and 61 in

the labor relations information program of the secondary school should be assured therefore, if the occupational preparation of prospective workers is to be adequate and timely. (See Table 9).

Table 9. Ratings Assigned to Topics Related to Hours and Work-Periods as They Affect Labor and Management, by 100 Labor Relations Experts

Topic Number	Statement of Topic	Total Opinions Reported	Opinions Reported			Mean Scale Value	VALUE Rating Assigned
			O	H	L-N		
(1)	(2)	(3)	(4)			(5)	(6)
61	The measures taken by unions, employers, and the government for securing shorter work-periods in American industry	99	68	28	3	4.6	IMMED.
19	The effects on workers, employers, and society of varying the length of the work-day and work-week	99	67	25	7	4.5	IMMED.
32	The development and extent of workers' problems related to work-hours and work-periods	98	65	29	4	4.5	IMMED.
79	The factors which influence employers' decisions concerning the varying length of work-periods	99	37	46	16	3.8	LATER

FUNCTIONAL AREA SEVEN: Industrial Democracy versus Industrial Autocracy in Labor-Management Relations

An historical survey of the increase in industrial self-determination and a somewhat critical appraisal of the evidence available in terms of certain standards of industrial or labor democracy, is the subject matter encompassed by the seven Topics included in this functional major area of labor relations information. Appraisal by the labor experts of each of the Topics in this area indicates an overwhelming opinion among them regarding the high degree of immediate value of all the Topics included here, with only one exception, Topic 18.

It is to be noted that the position of the Mean Scale Value of Topic 18 is immediately below the Median in the total distribution for all 87 Topics comprising the Opinionnaire. The computed value of Topic 18, compared to that of Topic 17, 34, 59, and 78 is not sufficiently different in magnitude to warrant any sharp differentiation toward the inclusion of Topic 18 in the labor relations information program. For all practical purposes therefore, all seven Topics in this major area might well be incorporated into the secondary school labor relations information program. (See Table 10).

Table 10. Ratings Assigned to Topics Related to Industrial Democracy versus Industrial Autocracy in Labor-Management Relations, by 100 Labor Relations Experts

Topic Number	Statement of Topic	Total Opinions Reported	Opinions Reported			Mean Scale Value	VALUE Rating Assigned
			O	H	L-N		
(1)	(2)	(3)	(4)			(5)	(6)
60	The anti-union tactics of employers	99	84	10	5	4.8	IMMED.
33	The attitudes and tactics of union-recognizing employers in labor relations problems	100	61	37	2	4.5	IMMED.
17	The extent of labor problems between employers and workers as an outgrowth of industrial autocracy	98	65	25	8	4.4	IMMED.
34	The nature of the labor problems which are brought about by industrial autocracy	98	58	36	4	4.4	IMMED.
59	The effects of industrial autocracy on workers, employers, and society	99	65	26	8	4.4	IMMED.
78	The underlying causes of industrial autocracy as practiced by some employers, some unions, and some government agencies	99	55	33	11	4.3	IMMED.
18	The history, organization, types, and uses made of employers' associations in the world of work	99	50	43	6	4.2	LATER

FUNCTIONAL AREA EIGHT: The Role of Personnel Management in Labor Relations

Personnel techniques, as a supplement to scientific management, have taken great strides in their development during recent years. Progressive employers have long recognized that increased attention to employees as individuals brings about substantial improvement in productivity, increased morale and work-satisfaction, and many other mutual benefits. The development, application, and value of sound personnel techniques form one of the corner-stones of progress in the history of many industrial ventures in the United States during the past decades.

Is the knowledge of such principles considered to be of immediate value to beginning workers ? Appraisal by labor experts of the seven Topics comprising this functional major area of labor relations information would indicate a negative opinion in five of the seven Topics presented for their consideration. Only two of these Topics were voted as having IMMEDIATE value to prospective young workers, Topics 15 and 36, which represent two highly selected aspects of the total development of personnel management within American industry. All other Topics in this area were so far below the Median of the Mean Scale Values for the entire distribution as not to warrant further consideration at this time as Topics for inclusion in the secondary school program. (See Table 11).

Table 11. Ratings Assigned to Topics Related to the Role of Personnel Management in Labor Relations, by 100 Labor Relations Experts

Topic Number	Statement of Topic	Total Opinions Reported	Opinions Reported O	H	L-N	Mean Scale Value	VALUE Rating Assigned
(1)	(2)	(3)	(4)			(5)	(6)
15	The aims and methods of progressive labor management in American industry	99	70	28	1	4.7	IMMED.
36	Personnel management functions which seek to improve workers' well-being	98	59	32	7	4.4	IMMED.
57	The functions of employment management as an integral part of labor-management in the world of work	99	26	64	9	3.8	LATER
16	The evaluation of personnel (or labor) management by employers, workers, and society in America	100	27	53	20	3.6	LATER
35	The development and nature of personnel management in American industry	98	27	52	19	3.6	LATER
77	The nature, content, and evaluation of workers' training programs in the world of work	99	44	28	27	3.6	LATER
58	The need for, and importance of, personnel research in industry	99	24	47	28	3.3	LATER

FUNCTIONAL AREA NINE: The Industrial Insecurity of the Worker

One of the most immediately important aspects of industrial security of the worker is stability of employment and income. In the changing economy which is characteristic of our young country these two elements of the common problem of industrial security, that of employment stability and the other of stabilization of the worker's income, are complex. Internally and externally, they involve management, the workers themselves, and consumers alike; clearly this is not a simple task. There are many mutual problems which might be discussed in consideration of the Topics included in this functional major area; workmen's worries about the high cost of living and their personal economic security, businessmen's worries about the high cost of business living and the economic threats to business security; all are inextricably intermeshed in the problem of industrial security for the worker.

It is apparent from the appraisal of the five Topics presented for consideration to the board of labor experts as comprising this major area, that all of these Topics were believed to be important in the preparation of young workers starting their life work in the world of work, except the single Topic concerned with old-age dependency. Therefore, Topics 13, 37, 56 and 76 should be allotted their relative positions of importance in the secondary school program. (See Table 12).

Table 12. Ratings Assigned to Topics Related to the Industrial Insecurity of the Worker, by 100 Labor Relations Experts

Topic Number	Statement of Topic	Total Opinions Reported	Opinions Reported			Mean Scale Value	VALUE Rating Assigned
			O	H	L-N		
(1)	(2)	(3)	(4)			(5)	(6)
13	The nature, extent, and effects of unemployment on workers, employers, and society in general	100	74	25	1	4.7	IMMED.
76	The economic and industrial conditions in industry which operate to cause unemployment	99	72	24	3	4.6	IMMED.
56	The causes, extent, costs and effects of industrial diseases and sickness as they affect the worker, the employer, and society	99	60	35	4	4.4	IMMED.
37	The causes, extent, costs, and effects of industrial accidents as they affect the worker, the employer, and society	98	53	40	5	4.3	IMMED.
14	The causes, extent, and effects of workers' old-age dependency among American industrial workers	99	42	36	21	3.8	LATER

FUNCTIONAL AREA TEN: The Law and Industrial Democracy in Employer-Worker Relationships

In this particular area of labor relations information the student would be concerned with such problems as a review of the attitudes and actions of various government agencies toward problems involving democracy in industry and with particular reference toward democracy in the day-to-day employer-employee associations; the general law on collective action among workers; the activities of organized labor groups in their attempts to secure recognition and to enforce collective agreements; federal legislation impinging on such collective action of organized labor groups; and the necessary steps for settlement of union-employer disputes.

Does the beginning worker need to know and understand such topics of labor relations information ? In the opinion of the labor relations experts, only two Topics (Numbers 25 and 87) have been appraised by them as having IMMEDIATE value for orientation to the beginners' world of work. All other Topics comprising this functional major area were deemed to have but little immediate value for this purpose and should, therefore, not be included early in the course of study for this subject at the secondary school level. (See Table 13).

Table 13. Ratings Assigned to Topics Related to the Law and Industrial Democracy in Employer-Worker Relationships, by 100 Labor Relations Experts

Topic Number	Statement of Topic	Total Opinions Reported	Opinions Reported			Mean Scale Value	VALUE Rating Assigned
			O	H	L-N		
(1)	(2)	(3)	(4)			(5)	(6)
25	Past and present government attitudes toward collective action among workers in worker-employer relations	99	56	39	4	4.4	IMMED.
87	The government's attitude toward employers' anti-union activities	99	53	43	3	4.4	IMMED.
83	The principles, practices, and experience of government intervention in settlement of union-employer disputes	99	38	53	8	4.0	LATER
1	The government agencies concerned with workers' self-efforts to attain industrial democracy	99	32	57	10	3.9	LATER
68	The common and statutory law regarding specific measures used by workers to secure industrial democracy	99	39	38	22	3.7	LATER

FUNCTIONAL AREA ELEVEN: Legislation for the Protection of the Worker

There is no question as to the opinion of the appraisers on all four Topics comprising this major area on protective legislation for the worker; it is to be noted that the appraisal of the judges was unanimous for the inclusion of all four Topics in the high school program in labor relations information. While there may be some question as to the specific course content for these Topics consistent with the age and grade levels with which this study is concerned, and much of which is highly specific in nature, no attempt is made at this point to delimit further the content which might properly be included therein. (See Table 14).

Table 14. Ratings Assigned to Topics Related to Legislation for the Protection of the Worker, by 100 Labor Relations Experts

Topic Number	Statement of Topic	Total Opinions Reported	Opinions Reported			Mean Scale Value	VALUE Rating Assigned
			O	H	L-N		
(1)	(2)	(3)	(4)			(5)	(6)
46	The need for, and development of, legislation dealing with workers' problems of industrial insecurity	99	81	15	3	4.8	IMMED.
71	The need for, and development of, legislation dealing with workers' problems of wages and income	98	70	24	4	4.6	IMMED.
4	The need for, and development of, legislation dealing with workers' problems of hours and work-periods	99	65	28	6	4.5	IMMED.
49	The need for, and development of, legislation protecting sub-standard workers in industry	98	57	37	4	4.4	IMMED.

FUNCTIONAL AREA TWELVE: The Structural Study of Unionism in America

In this area of labor relations the student will be concerned with the study of such matters as the changes in union membership and finances over the years as indicating progression or retrogression; civil war (jurisdictional disputes) within the ranks of unionism; general and local organizations of labor union units; and the legislative, judicial, and executive functions of unions. Intelligently informed wage-earners can do much themselves to enhance the adoption and development of progressive labor legislation and forward-looking, democratic, industrial personnel practices.

Are such types of learning considered desirable and important for the proper orientation of beginning workers ? The appraisal of the seven Topics comprising this major functional area of labor relations information would indicate that, in the opinion of the labor experts, the answer should be an unequivocal "Yes" to Topics 21, 22, 28, 63, and 80. Topics 29 and 64 were appraised by the experts as not having IMMEDIATE value for prospective young workers and,therefore, their inclusion in the high school course of study for this subject of labor relations should be delayed. The five Topics previously mentioned should be assigned positions of primary and of IMMEDIATE usefulness in the preparatory program for secondary school youth. (See Table 15).

Table 15. Ratings Assigned to Topics Related to the Structural Study of Unionism in America, by 100 Labor Relations Experts

Topic Number	Statement of Topic	Total Opinions Reported	Opinions Reported			Mean Scale Value	VALUE Rating Assigned
			O	H	L-N		
(1)	(2)	(3)	(4)			(5)	(6)
22	The development of union leadership and of democratic practices within the labor unions of the United States	99	83	15	1	4.8	IMMED.
21	The extent of unionism among workers throughout the United States	99	71	26	2	4.6	IMMED.
28	The development of craft unionism in this country	98	58	34	6	4.4	IMMED.
63	The internal organization and government of typical labor unions	99	64	28	7	4.4	IMMED.
80	The development of industrial unionism in the United States	99	63	29	7	4.4	IMMED.
64	Types and causes of jurisdictional disputes in unionism, and the solutions actively being sought for them	99	34	55	10	3.9	LATER
29	Trends in membership among the various labor unions in the United States	98	34	50	14	3.8	LATER

FUNCTIONAL AREA THIRTEEN: Scientific Management and Labor Relations

Although the contributions of scientific management to human progress are real, many, and varied, the experts' appraisal of the four Topics comprising this major functional area indicates that they believe its study in any great detail should be delayed. The exact time within or outside of the secondary school curriculum at which such study should be introduced into the experience of the young beginning worker probably should be well beyond the high school when some degree of practical business or industrial experience has been gained by the individual. It is to be noted that the Mean Scale Values for all four Topics in this area are below the Median for the entire distribution of Topics in the Opinionnaire. (See Table 16).

Table 16. Ratings Assigned to Topics Related to Scientific Management and Labor Relations, by 100 Labor Relations Experts

Topic Number	Statement of Topic	Total Opinions Reported	Opinions Reported			Mean Scale Value	VALUE Rating Assigned
			H		L-N		
(1)	(2)	(3)	(4)			(5)	(6)
11	The application of scientific management to methods of work and systems of wage payment	100	39	44	17	3.8	LATER
75	The relationship between scientific management and the causes of unemployment	99	34	50	15	3.8	LATER
54	The history and development of scientific management in labor relations	99	26	59	14	3.7	LATER
39	The nature of scientific management as adopted in American industry	98	20	60	18	3.5	LATER

FUNCTIONAL AREA FOURTEEN: Sub-Standard Workers in the World of Work

With only one exception, all Topics comprising this functional major area were appraised by the labor experts as not being of immediate value to beginning workers; all Topics except Topic 73 attained a Mean Scale Value below the Median for the entire range of Topics in the Opinionnaire. There are some evidences of a geographical pattern in the appraisal of these Topics by the group of experts particularly interested and experienced in the problems of workers in New England. It is to be noted that those Topics which are concerned chiefly with occupational adjustment factors of groups which do not represent large segments of the working population in New England have been appraised as having little immediate value in the preparation of young workers in this part of the country. It is possible and probable that a very dissimilar appraisal pattern for these same Topics would result if this Opinionnaire were to be submitted to other groups of labor leaders in other sections of the United States.

The range of Mean Scale Values among the 13 Topics comprising this area extends from a maximum of 4.3 to a minimum of 2.5, indicating that the appraisals were made quite independently of each other, with a minimum of influence from the appraisal of one Topic upon that of another in this same functional area. (See Table 17).

Table 17. Ratings Assigned to Topics Related to Sub-Standard Workers in the World of Work, by 100 Labor Relations Experts

Topic Number	Statement of Topic	Total Opinions Reported	Opinions Reported			Mean Scale Value	VALUE Rating Assigned
			O	H	L-N		
(1)	(2)	(3)	(4)			(5)	(6)
73	The effects of child-labor on adult workers, employers, the children themselves, and society in general in the United States	99	52	41	6	4.3	IMMED.
8	The employment conditions of child workers in the United States	99	45	38	16	3.9	LATER
51	The extent of child-labor in American industry	99	34	54	11	3.9	LATER
72	The working conditions influencing employment of women in industry and the basic reasons why these conditions exist	99	27	63	9	3.9	LATER
9	Wages, hours, and working conditions of Negro workers in industry	99	26	60	13	3.8	LATER
40	The extent and effects of the employment of women in industry	98	29	55	14	3.8	LATER
41	Reasons for the less satisfactory labor conditions of Southern workers in the United States	98	36	35	27	3.5	LATER

Table 17. (concluded)

Topic Number	Statement of Topic	Total Opinions Reported	Opinions Reported O H L-N	Mean Scale Value	VALUE Rating Assigned
(1)	(2)	(3)	(4)	(5)	(6)
84	Employment, wages, and working conditions among immigrant wage-earners in the United States	99	23 57 19	3.5	LATER
52	The industrial effects of the employment of Negroes	99	20 57 22	3.4	LATER
74	Wages, hours, living and working conditions of Southern workers in this country	99	31 37 31	3.4	LATER
42	Wages, hours, living and working conditions of casual workers in America	98	21 39 38	3.0	LATER
53	The causes and effects of casual labor in the American labor scene	98	15 40 43	2.8	LATER
10	The nature and types of convict labor in the United States	99	10 35 54	2.5	LATER

FUNCTIONAL AREA FIFTEEN: Union-Management Relations in Labor Problems

No question remains as to whether or not the single Topic in this broad area is considered to be of IMMEDIATE value to prospective young workers, since the appraisals of the labor experts have placed it so far above the Median point of Mean Scale Values for all 87 Topics in the Opinionnaire that this Topic is placed well within the upper quartile. This Topic should be assigned a prominent place in the secondary school course of study in labor relations information. (See Table 18).

Table 18. Ratings Assigned to Topics Related to Union-Management Relations in Labor Problems, by 100 Labor Relations Experts

Topic Number	Statement of Topic	Total Opinions Reported	Opinions Reported O H L-N	Mean Scale Value	VALUE Rating Assigned
(1)	(2)	(3)	(4)	(5)	(6)
26	The development of individual bargaining and collective bargaining among workers in industry	99	75 22 2	4.7	IMMED.

FUNCTIONAL AREA SIXTEEN: Unions and Union Groups in the American Labor Scene

In this functional major area the student would be concerned with the rise of the three major progressive union groups in the United States (the American Federation of Labor, the Congress of Industrial Organizations and the United Mine Workers), the present-day status of the major union groups in America and their affiliates, and the growth of unionism among women workers and among Negro workers in this country. The appraisal of these 11 Topics indicates that, in the opinion of the labor experts, only two Topics (65 and 66) were believed to be of IMMEDIATE value to prospective young workers. The Mean Scale Values of the remaining nine Topics fell below the Median for the distribution of the entire 87 Topics in this Opinionnaire, placing them in the category of those believed to be valuable only for later inclusion into the on-the-job experience of young workers.

Again in this major area there appears to be some question as to the validity of the appraisals by this group of labor leaders on Topics 31 and 81. It is to be noted that the labor experts participating in this survey were in the majority from the American Federation of Labor ranks, then in fewer numbers from the Congress of Industrial Organizations, and the smallest number from the Independents. It

would appear that some correlation exists between the distribution of this respective representation and the relative opinions expressed on Topics 31, 65, and 81 in this Opinionnaire. This should be considered by those who may be given the responsibility for construction of units of study in the field of labor relations information at the secondary school level and who may wish to utilize the findings of this study. (See Table 19).

Table 19. Ratings Assigned to Topics Related to Unions and Union Groups in the American Labor Scene, by 100 Labor Relations Experts

Topic Number	Statement of Topic	Total Opinions Reported	Opinions Reported			Mean Scale Value	VALUE Rating Assigned
			O	H	L-N		
(1)	(2)	(3)	(4)			(5)	(6)
65	The structure, organization, government, and functions of the American Federation of Labor	99	67	25	7	4.5	IMMED.
66	The growth of unionism in the Manufacturing industries of this country	99	58	33	8	4.3	IMMED.
31	The history, structure, organization, government, and functions of the Congress of Industrial Organizations	99	55	34	10	4.2	LATER
24	The names, and affiliates of the present-day labor unions in this country	99	51	35	13	4.1	LATER
81	The growth and functions of the United Mine Workers of America	99	48	36	15	4.0	LATER
23	The growth of unionism in the Building and Construction industries of this country	99	42	41	16	3.9	LATER
86	The growth of unionism in the Transportation and Communication industries of the United States	99	43	38	18	3.9	LATER

Table 19. (concluded)

Topic Number	Statement of Topic	Total Opinions Reported	Opinions Reported O H L-N	Mean Scale Value	VALUE Rating Assigned
(1)	(2)	(3)	(4)	(5)	(6)
67	The history and progress of unionism among women workers in the United States	99	29 57 13	3.8	LATER
85	The growth of unionism in the Raw Materials industries in the United States	99	31 51 17	3.7	LATER
30	The history and progress of unionism among Negro workers in the United States	98	21 58 19	3.5	LATER
82	The history, structure, functions, and progress of unionism by the Industrial Workers of the World	99	24 32 43	3.0	LATER

FUNCTIONAL AREA SEVENTEEN: Wage and Income Problems of the Worker

In this area the student would be concerned with the study of some of the basic problems related to income and security of workers, real wages versus earnings, appraisal of the economic well-being of American wage-earners, the various standards of living in this country, the effects of inadequate wages, causes and effects of the American wage problem, the various wage theories, factors affecting wage determination, and the basic principles governing the demand and supply of labor in the United States.

In the opinion of the labor experts all three Topics comprising this functional major area of labor relations information were believed to be of IMMEDIATE importance to beginning workers. The Mean Scale Value of each of the three Topics was well above the Median for the entire distribution of 87 Topics included in the Opinionnaire; all three Topics therefore should be included in any high school course of study in labor relations information. (See Table 20).

Table 20. Ratings Assigned to Topics Related to the Wage and Income Problems of the Worker, by 100 Labor Relations Experts

Topic Number	Statement of Topic	Total Opinions Reported	Opinions Reported O	H	L-N	Mean Scale Value	VALUE Rating Assigned
(1)	(2)	(3)	(4)			(5)	(6)
38	The nature and extent of workers' problems concerning wages and income, in their relation to standards of living in this country	99	84	15	0	4.9	IMMED.
55	The harmful and undesirable effects on wage-earners, employers, and society which are caused by inadequate wages in industry	99	85	12	2	4.8	IMMED.
12	How wage rates and income levels of American industrial workers have been determined in the past and how they are determined at present	99	64	33	2	4.5	IMMED.

CHAPTER IV

MAJOR FINDINGS AND CONCLUSIONS

Major Findings from this Study

The problem restated:-- The basic problem originally presented for study in this research was that of determining those labor relations information Topics the understanding of which would aid young beginning workers toward better human relationships throughout the labor-management process. To ascertain this information, 29 references sources specifically treating labor relations information and procedures were reviewed. All pertinent labor relations terms and phrases therein were tabulated and classified into 17 major areas of labor relations information. These major areas were then further subdivided into 87 labor relations Topics; all Topics were then suitably edited and arranged in the form of an Opinionnaire which was later directed to a representative group of New England leaders of labor. This Opinionnaire requested each labor leader participating in the study to indicate the relative value he believed each labor relations Topic should be assigned within the secondary school offering in labor relations information. The appraisals of these 87 Topics by the labor relations experts were then treated statistically for purposes of analysis.

Major findings stated:-- The major findings which may be summarized from this study are as follows:

1. The labor relations experts were in general agreement concerning the need for, and value of, a labor relations information program for all beginning workers.

2. A representative cross-section of the comments volunteered by the appraisers indicates that, in their opinion, such a course of study should be integrated within the core curriculum offerings of the secondary school to all students.

3. There are wide differences in relative value, to young workers, among the 87 Topics of Labor Relations information presented in this study. Therefore, careful consideration must be given to the Topics to be selected for a particular school program. These labor leaders indicated a very realistic attitude in their estimates of the importance of the various Topics presented, keeping in mind the practical limitations of time, facilities, competent personnel, and those occasioned by other needs and pressures.

4. Sixty-four per cent (64.3) of all 87 Topics of labor relations information received a majority vote of the labor relations experts as being of OUTSTANDING value to beginning workers; only three per cent (3.5) received a majority vote of the appraisers as being of LITTLE or NO value in the labor relations information program of the secondary school.

5. This study has indicated that the following 20 Topics were appraised as having the most immediate value for prospective young workers:

   Topic No. 6 The objectives of progressive unionism in relation to wages, hours, working conditions, and employment

   Topic No. 38 The nature and extent of workers' problems concerning wages and income, in their relation to standards of living in this country

Topic No. 22	The development of union leadership and of democratic practices within the labor unions of the United States
Topic No. 46	The need for, and development of, legislation dealing with workers' problems of industrial insecurity, unemployment, occupational health hazards, need for pensions, etc.
Topic No. 55	The harmful and undesirable effects on wage-earners, employers, and society which are caused by inadequate wages in industry
Topic No. 60	The anti-union tactics of employers-company unions, propaganda, discrimination, violence, espionage, etc.
Topic No. 2	The rise and continued progress of unionism in the United States, following World War I and during the "New Deal".
Topic No. 13	The nature, extent, and effects of unemployment on workers, employers, and society in general
Topic No. 15	The aims and methods of progressive labor management in American industry
Topic No. 26	The development of individual bargaining and collective bargaining among workers in industry
Topic No. 50	The collective pressure weapons available to organized labor in labor disputes-- the strike, the boycott, restrictive practices, etc.
Topic No. 69	The welfare measures adopted by labor unions to promote the well-being of workers
Topic No. 5	Labor's alertness to prevent racketeering within its ranks

Topic No. 21 The extent of unionism among workers throughout the United States

Topic No. 27 The nature of labor unions; how they may be defined and the broad basis for their classification

Topic No. 43 The business methods of progressive unionism in relation to collective bargaining, trade agreement, and restrictive practices

Topic No. 44 The legislative and political programs of organized labor groups

Topic No. 61 The measures taken by unions, employers, and the government for securing shorter work-periods in American industry

Topic No. 71 The need for, and development of, legislation dealing with workers' problems of wages and income

Topic No. 76 The economic and industrial conditions in industry which operate to cause unemployment

6. It has been indicated in this study that the following 20 Topics were appraised by the labor relations experts as having the least immediate value for prospective young workers:

Topic No. 10 The nature and types of convict labor in the United States

Topic No. 53 The causes and effects of casual labor in the American labor scene

Topic No. 82 The history, structure, functions, and progress of unionism by the Industrial Workers of the World

Topic No. 42	Wages, hours, living and working conditions of casual workers in America
Topic No. 58	The need for, and importance of, personnel research in industry
Topic No. 74	Wages, hours, living and working conditions of Southern workers in this country
Topic No. 52	The industrial effects of the employment of Negroes
Topic No. 3	Consideration of the need for government intervention in labor disputes
Topic No. 84	Employment, wages, and working conditions among immigrant wage-earners in the United States
Topic No. 70	The aims of, and objections to, the plans of revolutionary unionism against organized labor in the United States
Topic No. 45	Methods adopted by revolutionary unionism to influence the American labor movement
Topic No. 41	Reasons for the less satisfactory labor conditions of Southern workers in the United States
Topic No. 39	The nature of scientific management as adopted in American industry
Topic No. 30	The history and progress of unionism among Negro workers in this country
Topic No. 77	The nature, content, and evaluation of workers' training programs in the world of work
Topic No. 35	The development and nature of personnel management in American industry

Topic No. 16 The evaluation of personnel (or labor) management by employers, workers, and society in America

Topic No. 85 The growth of unionism in the Raw Materials industries in this country

Topic No. 68 The common and statutory laws regarding specific measures used by workers to secure industrial democracy

Topic No. 54 The history and development of scientific management in labor relations

7. Certain additional helpful findings become apparent upon analysis of the 17 major functional areas of labor relations information into which the 87 Topics may be classified. All Topics comprising three major areas were appraised by the experts as having Immediate Value for prospective young workers:

FUNCTIONAL AREA TWO: The Functional Study of Progressive Unionism in America

FUNCTIONAL AREA ELEVEN: Legislation for the Protection of the Worker

FUNCTIONAL AREA FIFTEEN: Union-Management Relations in Labor Problems

8. All Topics comprising four major areas were appraised as having only Later Value for beginning workers:

FUNCTIONAL AREA THREE: Government Attempts to Cope with Labor Relations Problems

FUNCTIONAL AREA FOUR: The Functional Study of Revolutionary Unionism in America

FUNCTIONAL AREA THIRTEEN: Scientific Management and Labor Relations

FUNCTIONAL AREA SEVENTEEN: Wage and Income Problems of the Worker

9. Over one-half of the individual Topics comprising six additional major functional areas of labor relations information were appraised as being of Immediate Value for young workers entering the world of work:

FUNCTIONAL AREA ONE: The Classification and Structure of Unionism in America

FUNCTIONAL AREA FIVE: The history, development, and accomplishments of unionism in America

FUNCTIONAL AREA SIX: Hours and Work-Periods as They Affect Labor and Management

FUNCTIONAL AREA SEVEN: Industrial Democracy versus Industrial Autocracy in Labor-Management Relations

FUNCTIONAL AREA NINE: The Industrial Insecurity of the Worker

FUNCTIONAL AREA TWELVE: The Structural Study of Unionism in America

10. Likewise, at least one-half of the individual Topics of labor relations information comprising four additional major functional areas were rated by the labor leaders as having only <u>Later Value</u> for prospective workers:

FUNCTIONAL AREA EIGHT: The Role of Personnel Management in Labor Relations

FUNCTIONAL AREA TEN: The Law and Industrial Democracy in Employer-Worker Relationships

FUNCTIONAL AREA FOURTEEN: Sub-Standard Workers in the World of Work

FUNCTIONAL AREA SIXTEEN: Unions and Union Groups in the American Labor Scene

11. It is apparent from Findings numbered 7, 8, 9, 10 above, that the labor relations experts have agreed that nine of the 17 major functional areas encompassed by this study have Immediate Value, and eight areas have only Later Value, to the beginning worker.

12. Because of the appraisers' acute consciousness of the distinction between the Immediate and the Later needs of prospective young workers in the field of labor relations information, it is important to note the discriminating selection between these two types of "needs" by the labor experts. This is reflected within ten of these major functional areas by the range of the Mean Scale Values among the several Topics therein. For example, the Mean Scale Values FUNCTIONAL AREA EIGHT range from a maximum of 4.7 for Topic 15 to a minimum of 3.3 for Topic 58. Other major areas having a notable range of Mean Scale Values among the Topics comprising them are:

FUNCTIONAL AREA FOURTEEN:	Maximum Mean Scale Value, 4.3 Minimum Mean Scale Value, 2.5
FUNCTIONAL AREA EIGHT:	Maximum Mean Scale Value, 4.7 Minimum Mean Scale Value, 3.3
FUNCTIONAL AREA TWELVE:	Maximum Mean Scale Value, 4.8 Minimum Mean Scale Value, 3.8
FUNCTIONAL AREA NINE:	Maximum Mean Scale Value, 4.7 Minimum Mean Scale Value, 3.8

13. A careful scrutiny of the completed Opinionnaires returned in this study indicates only two returns in which there is any obvious evidence that the appraiser indicated the same opinion on any large number of consecutive Topics. This check of the returned Opinionnaires, together with the evidence discussed in sub-paragraph 12 immediately above, serves to substantiate the earlier claim in this study, namely, that there appears to have been no attempt to appraise Topics uncritically one after another throughout the Opinionnaire. The appraisal of each Topic represents an independent appraisal insofar as that process could have been controlled by means of the format of the Opinionnaire.

Major Conclusions from this Study

Major conclusions stated:-- What better activity could progressive education pursue than that of education in the typical relationships of industry and business, for all secondary school students ? From this present study a number of conclusions may be drawn which are pertinent to the secondary school's labor relations information program for prospective young workers. They are as follows:

1. Labor relations information should be an essential part of the occupational preparation of all young workers entering the world of work. From the large number of Topics in this Opinionnaire which were appraised by the cooperating labor leaders as being of Immediate Value to beginning workers, and from personal correspondence and comments accompanying the returned Opinionnaires, it is evident that units of study in labor relations are not only desirable but are deemed to be essential in the secondary school for the adequate preparation of tomorrow's industrial leaders and workers.

2. There is available presently extremely few suitable textbooks on labor relations information which have been prepared specifically for the secondary school level. During this study only two such contributions were found, although there may be others available which did not come under the scrutiny of this research. 1/

1/ Harold U. Faulkner and Mark Starr, Labor in America. Harper & Brothers, Publishers. New York, 1944, 305 p. AND

New York State Joint Legislative Committee on Industrial and Labor Conditions, The American Story of Industrial and Labor Relations, Legislative Document. New York, 1943, Volume 2, 315 p.

3. Labor leaders in general acknowledge the continuing need for worker education by workers' groups. A study of the curriculum offerings for a number of such worker education courses shows that they contain many of the same basic elements of good labor relations embodied in the Topics comprising this Opinionnaire. Therefore, if suitable units of study in labor relations information could be organized and introduced into the secondary school curriculum on a much wider scale than at present, young workers would be better prepared to cope with their own occupational adjustment problems realistically and objectively. Worker education for young industrial entrants could then be aimed toward equally important but more advanced phases of worker adjustment.

4. The specific Topics deemed most essential for inclusion in units of study in labor relations information for the secondary school curriculum are now indicated as a result of this research.

5. The specific terms and phrases constituting the vocabulary of labor relations subject matter as found in American industry and business are now available as an outcome from this research.

6. To the extent that workers, chosen representatives of the workers, and representatives of management are aware of and conscientiously apply the basic principles of good labor relations encompassed by the Topics comprising this Opinionnaire, all parties interested in labor peace and the mutual welfare of labor and management will be able to make their maximum contribution to the progress of each other.

7. It may also be concluded from this study that there are specific labor relations Topics which can be presented to secondary school students realistically and objectively and which will be of immediate value and usefulness to them upon entrance into the work-world. Likewise, it has been shown that there are other Topics in this same subject which should be introduced into the curriculum at a later period, if at all, and then only after all other Topics of a more important character have been properly integrated into the course of study.

8. From a knowledge of the principles of good labor relations embodied in the Topics comprising this Opinionnaire there should accrue to the discriminating student and beginning worker an objective and understanding basis for evaluation of the qualities and characteristics desired in good labor leadership. Such "labor relations intelligence" should lead young beginning workers to a deep and intelligent appreciation of the difficulties, problems, and procedures which underlie progressive labor-management negotiations in general, and all labor relations in industry in particular.

9. All secondary schools in the United States, and the "vocational" high schools in particular, should immediately take proper steps to incorporate suitable units of study in labor relations information into their curricula. These units of study might well be organized in the light of the findings of this research, and should utilize the Topics comprising this Opinionnaire. To do so should insure the use of realistic, contemporary subject matter so vitally needed in modern secondary education in its attempt to prepare our youth adequately for their rightful places in our society and our world of work.

10. Adequate preparation of prospective young workers by the secondary schools in the art of labor relations should give entering workers a fuller understanding of the common elements in such relations which are shared by workers, both as producers and as consumers; by employers, both as representatives of management and as consumers; and by the general public which has interests as members of the common society, as investors, and as consumers. Such "understandings" should contribute greatly to future labor peace and progress and to greater success in labor-management relations.

11. Properly prepared and experienced persons will need to be selected for teaching labor relations information in the secondary school curriculum.

12. Proper attitudes will need to be engendered throughout the secondary school field toward the inclusion of such subject matter in the curriculum. It is entirely too practical and of too-immediate value to be acceptable and actively supported by many present-day teachers who might be termed "traditionists".

13. The striking evidence of labor-management upsets that were characteristic of American industrial life during the past decade served to emphasize the fact that America can no longer depend upon a laissez-faire policy to guide the destinies and progress of sixty millions of workers in our present and future economy. The recent war effort was responsible for extensive labor dislocation and industrial migration. Evidences of the human tensions that characterize recovery from a global war are now discernible. These conditions serve to accentuate the need for development of programs that will provide young workers and prospective young workers with adequate and accurate labor relations information.

14. The American public secondary schools have a clearly defined responsibility for providing their students with such information. There are innumerable evidences to indicate that such information now being provided is not serving this need effectively. This need is both genuine and compelling; the secondary schools are thus facing the task of developing more adequate labor relations information programs.

15. These schools have been handicapped in the past in their efforts by a scarcity of suitable labor relations information materials known to have value for inclusion in the secondary school curriculum. However, adequate materials are now continuously being made available and discriminating selection among such materials may now be made as a result of this research.

16. The large measure of agreement that exists among the leaders of labor concerning the essential content of the secondary school labor relations information program and the relative importance of its individual components indicated in this research indicates that the development of the secondary school labor relations information program need not be impeded by uncertainty and confusion concerning the essential pattern and content of the program. This comprehensive and detailed definition of the essential Topics of the labor relations information program thus carries the problem a step nearer to its solution.

CHAPTER V

LIMITATIONS AND NEEDED RESEARCH

Criticism of this Research

Several limitations of this study should be presented for consideration. The instrument used in this study, the Opinionnaire, was not directed primarily to recording matters of ascertainable fact, but to matters of opinion. In addition, the instrument was unstandardized and used on a selected segment of the population. It should be noted, however, that the opinions of a highly selected group were specifically sought, as representing those whose ideas on the point under discussion had been better and longer crystallized. No attempt was made to follow-up the Opinionnaire by personal interview for determination of the reliability of the opinions submitted.

The geographical limitations knowingly established for those whose opinions were sought undoubtedly introduced definite "sectional attitudes" into the findings. Little is known from this particular study whether or not a similar study conducted in the South or in the Mid-West, or beyond the Rockies would produce similar patterns of labor relations information appraised as being desirable in the secondary schools of any of those sections of the United States.

Further Research Desirable

Further study is needed to determine whether or not the personal interview method of gathering the desired information would correlate with that obtained by means of this Opinionnaire. No attempts have been made during this study to ascertain the opinions of those representing management and the employer, or those of the consuming public, on this same subject. This would be a most worth-while contribution to supplement this study and would represent the opinions of the second and third pedestals of the tripod composed of labor, management, and the public.

Since this present study was conducted during a period of recognized inflation in the economy of the country, when wage increases were in the minds of all workers, employers, investors, management representatives, and others in their efforts to exist economically, it may well be that the pattern of labor relations information Topics appraised as being of most immediate concern for prospective young workers would be different if the study were to be repeated during a depression.

Further study also should be made of the teaching methods and techniques that are most effective in programs of labor relations exploration and orientation. It will be necessary to discover ways and means in which this development may be made an integral part of the total secondary

school experience. The kind of labor relations information that is most appropriate at different grade levels needs careful definition. Programs and patterns must be developed in which the cooperation of parents, employers, and all other community agencies will be effective.

These constitute only a few of the many problems that will need to be resolved before adequate labor relations information programs can be established in American secondary schools. However, until these tasks are accomplished and adequate programs are developed, the secondary schools may fail in their attempts to develop the "labor relations intelligence" that is needed by students who must soon adjust to their vocational pursuits in a world wherein labor-management maladjustment appears to be a too-common characteristic.

APPENDIX A

APPENDIX A

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APPENDIX B

APPENDIX B

Table 21. Labor Relations Information Program Topics Expressed in Mean Scale Values, Based on the Opinions of 100 Labor Relations Experts

Topic Number	Opinions Reported			Total Opinions Reported	Weighted Opinions			MEAN SCALE VALUE
	O	H	L-N		O	H	L-N	
(1)		(2)		(3)		(4)		(5)
1	32	57	10	99	163	211	12	3.9
2	78	17	4	99	398	63	5	4.7
3	22	52	25	99	112	192	30	3.4
4	65	28	6	99	332	104	7	4.5
5	65	30	3	98	332	111	4	4.6
6	96	3	0	99	490	11	0	5.1
7	35	53	10	98	178	196	12	3.9
8	45	38	16	99	230	141	19	3.9
9	26	60	13	99	133	222	16	3.8
10	10	35	54	99	51	130	65	2.5
11	39	44	17	100	199	163	20	3.8
12	64	33	2	99	326	122	2	4.5
13	74	25	1	100	377	92	1	4.7
14	42	36	21	99	214	133	25	3.8
15	70	28	1	99	357	104	1	4.7
16	27	53	20	100	138	196	24	3.6
17	65	25	8	98	332	92	10	4.4
18	50	43	6	99	255	159	7	4.2
19	67	25	7	99	342	92	8	4.5
20	66	26	7	99	337	96	8	4.4
21	71	26	2	99	362	96	2	4.6
22	83	15	1	99	423	56	1	4.8
23	42	41	16	99	214	152	19	3.9
24	51	35	13	99	260	130	16	4.1
25	56	39	4	99	286	144	5	4.4
26	75	22	2	99	383	81	2	4.7
27	69	24	5	98	352	89	6	4.6
28	58	34	6	98	296	126	7	4.4
29	34	50	14	98	173	185	17	3.8
30	21	58	19	98	107	215	23	3.5

Table 21. (continued)

Topic Number	Opinions Reported			Total Opinions Reported	Weighted Opinions			MEAN SCALE VALUE
	O	H	L-N		O	H	L-N	
(1)		(2)		(3)		(4)		(5)
31	55	34	10	99	281	126	12	4.2
32	65	29	4	98	332	107	5	4.5
33	61	37	2	100	311	137	2	4.5
34	58	36	4	98	296	133	5	4.4
35	27	52	19	98	138	192	23	3.6
36	59	32	7	98	301	118	8	4.4
37	53	40	5	98	270	148	6	4.3
38	84	15	0	99	428	56	0	4.9
39	20	60	18	98	102	222	22	3.5
40	29	55	14	98	148	204	17	3.8
41	36	35	27	98	184	130	32	3.5
42	21	39	38	98	107	144	46	3.0
43	72	22	4	98	367	81	5	4.6
44	66	29	3	98	337	107	4	4.6
45	32	41	25	98	163	152	30	3.5
46	81	15	3	99	413	56	4	4.8
47	37	47	14	98	189	174	17	3.9
48	51	33	14	98	260	122	17	4.1
49	57	37	4	98	291	137	5	4.4
50	76	18	4	98	388	67	5	4.7
51	34	54	11	99	173	200	13	3.9
52	20	57	22	99	102	211	26	3.4
53	15	40	43	98	77	148	52	2.8
54	26	59	14	99	133	218	17	3.7
55	85	12	2	99	434	44	2	4.8
56	60	35	4	99	306	130	5	4.4
57	26	64	9	99	133	237	11	3.8
58	24	47	28	99	122	174	34	3.3
59	65	26	8	99	322	96	10	4.4
60	84	10	5	99	428	37	6	4.8
61	68	28	3	99	347	104	4	4.6
62	56	33	10	99	286	122	12	4.2
63	64	28	7	99	326	104	8	4.4
64	34	55	10	99	173	204	12	3.9
65	67	25	7	99	342	92	8	4.5

Table 21. (concluded)

Topic Number	Opinions Reported			Total Opinions Reported	Weighted Opinions			MEAN SCALE VALUE
	O	H	L-N		O	H	L-N	
(1)		(2)		(3)		(4)		(5)
66	58	33	8	99	296	122	10	4.3
67	29	57	13	99	148	211	16	3.8
68	39	38	22	99	199	141	26	3.7
69	74	23	2	99	377	85	2	4.7
70	36	33	29	98	184	122	35	3.5
71	70	24	4	98	357	89	5	4.6
72	27	63	9	99	138	233	11	3.9
73	52	41	6	99	265	152	7	4.3
74	31	37	31	99	158	137	37	3.4
75	34	50	15	99	173	185	18	3.8
76	72	24	3	99	367	89	4	4.6
77	44	28	27	99	224	104	32	3.6
78	55	33	11	99	281	122	13	4.3
79	37	46	16	99	189	170	19	3.8
80	63	29	7	99	321	107	8	4.4
81	48	36	15	99	245	133	18	4.0
82	24	32	43	99	122	118	52	3.0
83	38	53	8	99	194	196	10	4.0
84	23	57	19	99	117	211	23	3.5
85	31	51	17	99	158	189	20	3.7
86	43	38	18	99	219	141	22	3.9
87	53	43	3	99	270	159	4	4.4

APPENDIX C

APPENDIX C

ALPHABETICAL LIST OF LABOR RELATIONS TERMS AND PHRASES

- - A - -

A and B members
absentee
absentee capitalism
absentee committee
absentee control

absentee distribution
absentee frequency
absenteeism
absentee ownership
accelerating premium

accessions
accident benefits
accident insurance
accident legislation
accident-prevention work

accident rate
accident-reporting laws
accidents
achievement tests
active adaptation

Act of 1888
Adamson Act
Adamson Law
adaptation
adjudication

Adjustment
adjustment board
adjustment of complaints
adjustment of disputes
adjustment of grievances

admission fees
admission requirements
admission to the trade
admittance to the trade union
adult education

advancement
advisory committees
affiliated unions
affiliation
age limits in industry

agent provacateur
agitator
agrarianism
agreement
agreement system

agricultural labor
agricultural production
agricultural productivity
alien contract labor laws
aliens

allied crafts' councils
allied printing trade councils
allied trade councils
allocation of work
allowances for dependents

allowed time
American Anti-Boycott Association
American Arbitration Association
American Association for Labor Legislation
American Association for Social Security

American Association of Public Employment Offices
Amalgamated Clothing Workers of America
amalgamated craft federation
amalgamated craft unions
amalgamated labor union

- - A - - (concluded)

amalgamated union
amalgamation
American Bankers' Association
American Federation of Labor
American Labor Party

American labor union
American Management Association
American-plan shop
American Revolution
American shop

American standard of living
American trade unionism
anarchism
anarchists
anarchist movement

anarcho-syndicalistic unionism
annual earnings
annual ratings
annual wages
annuity pension plan

anti-Chinese agitation
Anti-injunction Law
Anti-kickback Law
anti-labor legislation
Anti-monopoly Party

Anti-sabotage Law
Anti-strike Bill
Anti-strikebreaking Act
anti-strike legislation
anti-syndicalism laws

anti-trust laws
anti-union
anti-union boycott
anti-union contracts
anti-union devices

anti-union employers
anti-union firms
antiunionism
anti-union shop
anti-union tactics of
employers

anti-union weapons
anti-union workmen
apprentice
apprenticeship committee
apprentice school

apprenticeship system
apprenticeship training
appropriate unit
aptitude tests
arbitration

arbitration agreements
arbitration awards
arbitrator
area agreement
armed guards

armed strikebreakers
artificial capital
Ashurst-Sumner Act
assessments
assignment of wages

assistance fund
association agreement
assumption-of-risk doctrine
attachment of wages
attendance bonus

attendance rewards
automatic checkoff
automatic wage adjustment
autonomy
auxiliary locals

average annual earnings
average earnings
average lifetime earnings
award

- - B - -

back pay
backroom boys
back-to-work movements
backtracking
balanced economy

banker capitalism
bargaining
bargaining in good faith
bargaining power
bargaining rights

bargaining theory of wages
bargaining unit
barter
barter associations
Barth premium plan

base rate
base rate wages
base time
basing point system
basic 8-hour day

basic labor
basic week
basic 44-hour week
basic work
Baum gain-sharing plan

Bedaux point system
Bedaux incentive system
Bedaux wage-payment plan
Bedaux wage system
bedroom shop

bell horse
belligerent employers
belligerent employers'association
bends
beneficial A & B members

beneficial members
benefit
benefit funds
benefit plans
benefit programs

benefits
benefit systems
benevolent despots
bidding
Big Four

Big Six
bill of grievances
Bill of Rights
binging
bi-partisan boards

birds of passage
Black-Connery 30-hour Bill
black death
blacklist
blackmail

Bland-Allison Act
blank
blanket code
blanket injunctions
blanket stiff

blind-alley occupations
block-booking
block representation
block vote
boards of adjustment

boards of arbitration
bogey
bolshevism
bombing
bonus

bonus plans
bonus system
boomers
boondoggling
boring from within

boss
boss miner
boss stevedore
boycott
brass chills

- - B - - (concluded

break-up of jobs
break-up of trades
bribery
broken time
brotherhood

brotherhood cooperations
Brotherhood of the Footboard
budgets
buffer employment
building and loan associations

building codes
building trades
building trades councils
building trades unions
bull system

bumping
bump-off squad
bundle stiffs
bureaucracy
Bureau of Conciliation

Bureau of Economic Research
Bureau of Employment Security
Bureau of Labor Statistics
Bureau of Old Age and Survivors
    Insurance
burial money

business agent
business cycle
business depression
business engineering
business unionism

button
button strike
by-laws
Byrnes Anti-strikebreaking Act

- - C - -

Caesar's bread
caisson disease
"cake of custom"
call-back pay
call-in pay

call pay
capitalism
capitalistic class
capitalistic feudalism
capitalistic industry

capitalistic system
capital sharing
capital worker ratio
captains of industry
captive mines

captured unions
card inspector
card man
card system
card vote

cash benefits
cash bonus
caste system
casual labor
casual labor bargaining

casual labor unions
casual unemployment
casual workers
"cave-in" statute
central body

central labor bodies
Central Labor Union
certification of union
Chambers of Commerce
chapel

charter
charter fee
check-docking boss
checkoff
checkoff system

check steward
checkweighman
child labor
Child Labor Amendment
child labor legislation

child labor permits
child labor tax
child labor tax board
children in industry
Children's Bureau of the United States Department of Labor

child welfare standards
Chinese Exclusion Laws
chiseler
citizens' alliances
citizens' committees

Citizens' Industrial Association
City Central
City Central labor bodies
City Federation of labor
city federations

City Industrial Union Council
civil conspiracy
civil liberties
civil service
civil service training

class differences
class differentiation
classical wage theories
classification
classification of workers

class conflicts
class consciousness
class legislation
class leisure
class struggle

class unionism
Clayton Act
Clayton Anti-Trust Act

- - C - - (continued)

clean 8-hour day
clearance card
clearance letter
cliques
closed camp
closed non-union shop
closed shop
closed town
closed union
closed union shops
coaching in a trade
code of fair practice
coercion
collective action
collective agreement
collective bargaining
collective bonus system
collective consumption
collective ownership
collective ownership of industry
collective piece work
collective selling of labor
collectivism
collection of dues
color line in trade unionism
Combination Acts of 1799 & 1800
combination card
comfort standard of living
commercial employment agencies
commissaries
Committee on Industrial Relations
Commission on Stabilization of Employment
Committee for Industrial Organization
Committee on Economic Security
Committee on Fair Employment Practices
commodity money
commodity theory of labor
commodity theory of wages
commodity wages
common labor
common law defenses
common law in labor disputes
Communism
Communist
Communistic unionism
Communist Labor Party
Communist manifesto
community labor boards
company benefits
company bull
company council
company doctor
company grievance
company guards
company houses
company housing
company man
company miners
company pension plans
company police
company spies
company store
company towns
company union
company unionism
comparative negligence
compensable accidents
compensation
compensation laws
compensatory time
competition
competitive bargaining
competitive system
complaints
compound boycott
compound craft union
compulsory adjudication

- - C - - (continued)

compulsory arbitration
compulsory award
compulsory checkoff
compulsory compensation
compulsory conciliation

compulsory employment
compulsory health insurance
compulsory investigation in labor disputes
compulsory school attendance
compulsory trade unionism

compulsory unemployment insurance
compulsory unionism
compulsory union membership
compulsory waiting period
concentration camps

concentration of wealth and income
conciliation
Conciliation Division
Conciliation Service of the United States Department of Labor
conciliator

conciliatory employers
conditions of employment
conditions of labor
conditional members
conference boards

Congress of Industrial Organization
Connally-Smith Act
conservative
conservative unionism
consideration miners

conspicuous consumption
conspiracy
Conspiracy Act of 1800
conspiracy cases
conspiracy doctrine

Constitution of the U.S.
construction camp
consumer
consumer boycott
consumer purchasing power

consumers' cooperation
consumers' leagues
consumers' union
consumption
constitutional guarantees

constitutional protections
contempt of court in labor cases
continental union
contingent benefits
contingent fund

continuation schools
continuity of employment
continuity of production
continuous arbitration
continuous discharge books

continuous industry
continuous investigation
continuous process
contract
contract-at-will

contract clauses
contract coverage
contracting
contracting out
contract labor

contract labor law
contract mining
contract scab
contract shop
contract system

contract system in the garment trades
contributory negligence
contributory pension systems
control of industry
control of job

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railroad bull

railroad employees' unions
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Railroad National Adjustment Boards
railroad national agreements
Railroad Retirement Act

Railroad Retirement Board
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Railway Adjustment Board
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rate and a half
rate buster
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rate setting
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real hourly earnings

real income
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recession
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recognition of the union
Reconstruction Finance Corporation
recruiting unions
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reduction of hours
reemployment
reemployment offices
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regional agreements
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regular unionism
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restriction of immigration
restriction of labor supply
restriction of membership by unions
restriction of output

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retraining programs
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revolutionary unionism
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rival unions
rock dusting
roping
rotating shifts

rough shadowing
roustabouts
routing
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Rowan premium plan

Rowan wage-payment plan
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rump union
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rustler
rustling card

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safety and health

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safety engineers
safety first movement

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safety legislation
safety work
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salary cut

salary groups
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salary windbags
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Samuel Gompers

sand hog
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scab list
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shop collector
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shop piece-work
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standard time rate
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State Federations of Labor
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straw boss
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stretch-out
strike agent
strike application
strike assessment
strike ballot

strike benefits
strikebreakers
strikebreaking
strike committee
strike control

strike counter-weapon
strike deputy
strike definition
strike fund
strike in detail

strike insurance
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strike order
strike pay
strike policies

strike referendum
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subcontracting
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subsistence plans of living
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substandard employee

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superseniority
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supervisory workers
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survivors' insurance

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sweatshop

sweatshop labor
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sympathy strike

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task setting
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time lag of wages
time of wage payments

time rate
time-study man
time-study men
time wage
time study

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trade extension schools
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trade monopoly
trade movements
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trade risk principle
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Trades Council, American
trade tests
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Trade Union Act of 1877

Trade Union Act of 1913
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trade union benefits
trade union cooperation
trade union government

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under-cover agent
under-cover boycott

under-cover man
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undermanned
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union discipline
union discrimination
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union employment bureaus
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union label leagues
Union Label Trades Department of the American Federation of Labor

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union organization
union organizer
union pension plans

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union racketeer
union racketeering
union rank-and-file

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union responsibilities
union scab
union scale

union security
union shop
union-shop card
union smashers
union stamp

union stewards
union structure
union treachery
union unemployment relief plans
union wages

union wreckers
unit
unitary control
united front
United Garment Workers of America

United Mine Workers of America
United States Board of Mediation and Arbitration
United States Bureau of Labor Statistics
United States Chamber of Commerce
United States Commissioner of Labor
United States Commission on Industrial Relations
United States Conciliation Service
United States Department of Commerce
United States Department of Labor
United States Employees' Compensation Act

United States Employment Service
United States Industrial Commission
United States Public Health Service
United States Women's Bureau
United Textile Workers of America

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universal label
unlawful persuasion
unlicensed personnel
unlimited arbitration

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unorganized labor
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vocational counselor
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wage freeze
wage garnishment

wage group
Wage-Hour Law
wage incentives
wage increases
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wage maintenance doctrine
wage payment plans
wage plans and provisions

wage policies
wage preferences
wage preference law
wage rate
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wage reforms
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Wagner Labor Relations Act
Wagner-Lewis Bill

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white-collar workers
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wide-open arbitration
wildcat strike
William Green
withdrawal card
woman suffrage

women in industry
women's auxiliaries
Women's Bureau of the
United States Department
of Labor
women's eight-hour law
women's hour laws
Women's Trade Union League
women workers
worker control of industry
workers' education
Workers' Education Bureau
of America

workers' health
work fund theory
working agreement
working button
working card

working class education
working conditions
working day
working employer
working rules

working stiff
work load
workmen's compensation
Workmen's Compensation
Board
workmen's compensation laws

workmen's insurance
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yard-committee man
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yellow-dog contract
yellow union
yes-yes man

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APPENDIX D

APPENDIX D

LABOR LEADERS RESIDING IN NEW ENGLAND WHO PARTICIPATED IN THIS STUDY

ALLEN, J. Edward, Charter Member
American Newspaper Guild (CIO)
Lazell Street, Hingham, Massachusetts

ANCTIL, Arthur, Financial Secretary & Business Agent
United Brotherhood of Carpenters & Joiners of America (AFL)
13 Rockland Street, Taunton, Massachusetts

ANDRUCHUK, Steven W., Recording Secretary of Local #2213
United Steelworkers of America (CIO)
134 Putnam Street, Providence, Rhode Island

ANGLETON, Stephen J., General Organizer for the New England States, Brotherhood of Painters, Decorators and Paperhangers of America, (AFL) 30 Circular Aveneu,
Natick, Massachusetts

ARIVELLA, Ralph D., Vice President, Massachusetts State Industrial Union Council
Textile Workers Union of America (CIO)
84 Foster Street, Lawrence, Massachusetts

AUSLANDER, Charles E., Area Director of the National CIO War Relief Commission
United Electrical, Radio and Machine Workers of America (CIO)
601 South Canal Street, Holyoke, Mass.

AZZINARO, Samuel J., President of Branch #31 & District Manager of the Federation of Dyers in Connecticut
Textile Workers Union of America (CIO)
76 Oak Street, Westerly, Rhode Island

BAMFORD, James W., Director of the American Woolen Locals
Textile Workers Union of America (CIO)
91 Burnham Road, Andover, Massachusetts

BARBER, Leo F., President of the Central Labor Union
International Alliance of Theatrical,
Stage Employees, and Moving Picture Machine
Operators of the United States and Canada(AFL)
9 Shirley Road, Lynn, Massachusetts

BARKER, Nathan H., Manager Local #24 of the ILGWU & Member
of the Boston Central Labor Union
International Ladies Garment Workers Union (AFL)
8 Columbia Road, Dorchester, Massachusetts

BARRETT, Irene E., Springfield District Chairman, NEFTO
New England Federation of Telephone Operators (IND)
1671 Northampton Street, Holyoke, Massachusetts

BASTIAN, Henry E., President of the Malden Central Labor Union
International Brotherhood of Electrical Workers
of America (AFL)
68 Thomas Street, Medford, Massachusetts

BEAUMONT, George L., Business Manager of Local #105, UFWA
United Furniture Workers of America (CIO)
R.F.D. Haddam, Connecticut

BEAUREGARD, Arthur J., Secretary-Treasurer of the Providence
Central Federation Union
United Association of Plumbers and Steamfitters
of the United States and Canada (AFL)
106 Huxley Avenue, Providence, Rhode Island

BEGNEY, Patrick J., Vice President of the Massachusetts
State Federation of Labor
Brotherhood of Painters, Decorators and Paperhangers
of America (AFL)
187 Russell Street, Worcester, Massachusetts

BELANGER, Joseph J.W., Secretary of the Massachusetts State
Industrial Union Council
Textile Workers Union of America (CIO)
19 Linwood Street, Webster, Massachusetts

BELMONTE, Thomas J., Jr., Vice President of the Massachusetts
State Industrial Union Council
United Steelworkers of America (CIO)
18 McNulty Street, Charlestown, Massachusetts

BELTON, Charles H., American Wire Weavers Protective Associa-
tion (AFL)
128 Phoenix Terrace, Springfield, Massachusetts

BENTI, Frank J., President of the Rhode Island State Industrial Union Council
Textile Workers Union of America (CIO)
97 Dorrance Street, Providence, Rhode Island

BERNARD, Harold, Vice President of the Connecticut State Industrial Union Council
United Steelworkers of America (CIO)
947 Pearl Harbor Street, Bridgeport, Connecticut

BERTONI, Clementina, Recording Secretary of the RWFLU
Rubber Workers Federal Labor Union (AFL)
37 Alpine Row, Franklin, Massachusetts

BETTS, W. Warren, Vice President of the Massachusetts State Industrial Union Council
Industrial Union of Marine and Shipbuilding Workers of America (CIO)
2492 Washington Street, Boston, Massachusetts

BISHOP, Mariano S., Northern Cotton Director, TWUA
Textile Workers Union of America (CIO)
119 Aetna Street, Fall River, Massachusetts

BISHOP, Rowland, Organizer & Representative of the Central Labor Union of New London, Connecticut
International Brotherhood of Boilermakers, Iron Ship Builders & Helpers of America (AFL)
258 Thames Street, Groton, Connecticut

BLESSINGTON, John C., Secretary of the Lawrence Typographical Union
International Typographical Union (AFL)
19 Rhine Street, Lawrence, Massachusetts

BOSCO, Louis B., Secretary-Treasurer of Branch #22, TWUA
Textile Workers Union of America (CIO)
545 Providence Street, West Warwick, Rhode Island

BOUDREAU, Wilfred J., Vice President of the Rhode Island State Industrial Union Council
United Retail, Wholesale and Department Store Employees of America (CIO)
107 Wayne Street, Providence, Rhode Island

BOURDON, Earl M., Recording Secretary & Chairman of the Grievance Committee of Local #2994, USA
United Steelworkers of America (CIO)
Pleasant Street, Claremont, New Hampshire

BRANCH, Harry S., Secretary-Treasurer of Local #35, TWUA
Textile Workers Union of America (CIO)
332 Pequot Avenue, Oakland Beach, Rhode Island

BRESNAHAN, Maurice J., Postmaster, Medway, Massachusetts
Massachusetts Chapter of the National Association of Postmasters (IND)
101 Village Street, Medway, Massachusetts

BRETON, Leonello, Executive Vice President of the New Hampshire State Industrial Union Council
United Shoe Workers of America (CIO)
70 Hall Street, Manchester, New Hampshire

BRISSETTE, W. Edward, Business Agent of the Central Labor Union of Franklin County
International Alliance of Theatrical, State Employees & Moving Picture Machine Operators of the United States and Canada (AFL)
172 Wells Street, Greenfield, Massachusetts

BURDO, Eva C., Vice President of the Vermont State Industrial Union Council
Amalgamated Clothing Workers of America (CIO)
190 Church Street, Burlington, Vermont

BURGESS, George E., President of the Auto Mechanics Local #697, IAM
International Association of Machinists (IND)
148 Nursery Avenue, Woonsocket, Rhode Island

BURNS, Thomas F., Member of the General Executive Board, URWA
United Rubber Workers of America (CIO)
27 Longwood Avenue, Holyoke, Massachusetts

BUSS, Jesse W., Secretary-Treasurer of the New England Conference of Typographical Unions
International Typographical Union (AFL)
49 Concord Street, Concord, New Hampshire

CAHILL, Peter J., President of Branch #34, NACL of Boston
National Association of Lettercarriers (AFL)
367 Concord Avenue, Cambridge, Massachusetts

CAHIR, Joseph T., President of the Providence Central Federation of Labor Unions
Office Employees International Union (AFL)
State House, Providence, Rhode Island

CALLAHAN, John H., Vice President of the Massachusetts State Industrial Union Council
United Electrical, Radio and Machine Workers of America (CIO)
38 Pomeroy Avenue, Pittsfield, Massachusetts

CAMERON, Harry E., President of Local #284, BMWE
Brotherhood of Maintenance of Way Employees (AFL)
288 Cypress Street, Manchester, New Hampshire

CAMPOBASSO, Guy E., Vice President of the Massachusetts State Industrial Union Council
Amalgamated Clothing Workers of America (CIO)
154 Fourth Street, Medford, Massachusetts

CARIGNAN, George E., Vice President of the Maine State Industrial Union Council
Textile Workers Union of America (CIO)
Pine Point Road, West Scarboro, Maine

CARLSON, Ernest S., Recording Secretary and Business Agent of Local #31, IAHFI & AW
International Association of Heat & Frost Insulators and Asbestos Workers (AFL)
29 Woodward Avenue, East Providence, Rhode Island

CARMICHAEL, Francis F., New England Regional Director of the CIO
United Steelworkers of America (CIO)
50 Bourne Street, Boston, Massachusetts

CARON, Horace, Treasurer & Business Agent of Local #1305, UBCJA
United Brotherhood of Carpenters & Joiners of America (AFL)
116 Glasgow Street, Fall River, Massachusetts

CARROLL, Dennis M., Secretary-Treasurer of Local #10, UHCMWIU
United Hatters, Cap & Millinery Workers International Union (AFL)
35 Mountainville Avenue, Danbury, Connecticut

CARUSO, Anthony S., Member of the Executive Board of the Rhode Island State Industrial Union Council
United Rubber Workers of America (CIO)
40 Bourne Street, Bristol, Rhode Island

CASEY, John F., National Trustee of the Order of Railway Conductors
Order of Railway Conductors (IND)
287 State Street, Portland, Maine

CHUPKA, John, National Vice President of the TWUA
Textile Workers Union of America (CIO)
Depot Street, East Douglas, Massachusetts

CICONE, Eugene J., Commissioner of the Board of Registered Barbers, Commonwealth of Massachusetts
The Journeyman Barbers, Hairdressers & Cosmetologists International Union of America (AFL)
52 Myrtle Street, Brockton, Massachusetts

CLARK, Robert H., Grand Lodge Representative, BMWE
Brotherhood of Maintenance of Way Employees (AFL)
1 Kilby Street, Worcester, Massachusetts

CLARKE, Ellen J., Financial Secretary of Local #108, TWUA
Textile Workers Union of America (CIO)
62 Williams Street, East Greenwich, Rhode Island

CLIFTON, Albert G., Executive Vice President of the Rhode Island State Industrial Union Council
Textile Workers Union of America (CIO)
23 Cushing Street, North Providence, Rhode Island

COLLINS, Daniel J., Business Agent of the Central Labor Union of Norwood
Brotherhood of Railway Carmen of America (AFL)
21 Summit Avenue, Norwood, Massachusetts

COLOSI, Stephen H., Secretary of the Stamford Central Trade Labor Union
International Printing Pressmen and Assistants Union of North America (AFL)
Toffre Aveneu, Stamford, Connecticut

COMINGS, Carmi G., Recording Secretary of Local #203, IBFO
International Brotherhood of Firemen & Oilers (AFL)
Lamkin Street, Highgate Center, Vermont

CONNELL, Wilfrid T., Business Manager & International Representative & 4th Vice President, IPEUNA
International Photo Engravers Union of North America (AFL)
23 Bellevue Road, Natick, Massachusetts

CONNOLLY, Joseph W., Chief Steward of Local #50, IUMSWA
Industrial Union of Marine & Shipbuilding Workers of America (CIO)
125 Sherman Street, Portland, Maine

CONNOR, Arthur J., President of the New Hampshire State Federation of Labor
International Hod Carriers, Building & Common Laborers' Union of America (AFL)
8 High Street, Nashua, New Hampshire

COOK, John P., Fourth Vice President, IUWWML
International Union of Wood,Wire & Metal Lathers (AFL)
5 Bartlett Avenue, Arlington, Massachusetts

CORSON, Samuel T., Secretary-Treasurer, Local #297, ITU
International Typographical Union (AFL)
22 Beacon Street, Concord, New Hampshire

COSTIN, Michael F., International Executive Board Member
International Fur & Leather Workers Union (AFL)
243 Boston Street, Lynn, Massachusetts

CROSS, Edmund L, Sr., General Chairman of the Vermont System Board of Adjustment
Brotherhood of Railway & Steamship Clerks, Freight Handlers, Express & Station Employees (AFL)
130 Federal Street, Saint Albans, Vermont

CROTEAU, Frank H., Secretary-Treasurer & Vice President of the New Hampshire State Industrial Union Council
Textile Workers Union of America (CIO)
644 Rimmon Street, Manchester, New Hampshire

CROWLEY, Joseph, President of Paul Revere Lodge #2840, BMWE
Brotherhood of Maintenance of Way Employees (AFL)
6 Morton Hill Avenue, Lynn, Massachusetts

CUNNINGHAM, Arthur J., General Chairman of the Boston & Maine Division of the BMWE
Brotherhood of Maintenance of Way Employees (AFL)
954 Highland Avenue, Medford, Massachusetts

CURRAN, Francis M., Chairman of the Massachusetts Labor Relations Commission
International Brotherhood of Firemen & Oilers (AFL)
100 Saint James Avenue, Holyoke, Massachusetts

DANDENEAU, Arthur J., Secretary of Local #1530, USA
United Steelworkers of America (CIO)
74 Fairmount Avenue, Providence, Rhode Island

DAOUST, Joseph H., President of the New Hampshire State Industrial Union Council
Textile Workers Union of America (CIO)
5 West Allds Street, Nashua, New Hampshire

DAVIS, Ernest M., General Chairman of the Boston & Albany Railroad Brotherhood of Locomotive Engineers (IND)
15 Farrington Avenue, Allston, Massachusetts

DEENIK, Gerrit, Secretary-Treasurer of Worcester Local, CIUA
Cigarmakers' International Union of America (AFL)
32 Hudson Street, Worcester, Massachusetts

DEL MONTE, John J., President of the Boston Central Labor Union
International Brotherhood of Teamsters, Chauffeurs, Warehousemen and Helpers of America (AFL)
679 Boylstin Street, Newton Center, Massachusetts

DELORME, Albert N., Secretary-Treasurer of Local #165, ITU
International Typographical Union (AFL)
176 Fairmont Avenue, Worcester, Massachusetts

DESAUTELS, Leo A.,
United Rubber Workers of America (CIO)
11 Palmer Avenue, Chicopee Falls, Massachusetts

DEVINE, Arthur W., President of the Rhode Island State Branch of the American Federation of Labor
Amalgamated Association of Street and Electric Railway Employees of America (AFL)
104 Blossom Street, East Providence, Rhode Island

DICHARD, Frank W., Secretary-Treasurer of the New Hampshire State Industrial Union Council
Textile Workers Union of America (CIO)
2½ Van Buren Street, Nashua, New Hampshire

DICKENS, Joseph, Financial Secretary of the Norfolk County Industrial Union Council
Textile Workers Union of America, (CIO)
76 Dean Avenue, Franklin, Massachusetts

DIPINTO, Antonio, President of Local #283, UERWA
United Electrical, Radio & Machine Workers of America (CIO)
85 Wood Street, Providence, Rhode Island

DONOVAN, Daniel J., International Organizer and Sixth International Vice President, ILA
International Longshoremen's Association (AFL)
137 Saint Andrew Road, East Boston, Massachusetts

DOOLAN, Edward F., Vice President of the Massachusetts State Industrial Union Council
Textile Workers Union of America (CIO)
54 Cottage Street, Fall River, Massachusetts

DOOLEY, James G., Vice President of the Hartford Central Labor Union
American Federation of State, County and Municipal Employees, (AFL)
303 Princeton Street, Hartford, Connecticut

DOONAN, Edward J., Vice President of the Rhode Island State Industrial Union Council
United Office and Professional Workers of America(CIO)
768 Newport Avenue, Pawtucket, Rhode Island

DOYLE, James J., President and Secretary-Treasurer of the Coopers' International Union of North America
Coopers' International Union of North America (AFL)
615 South Street, Roslindale, Massachusetts

DOYLE, William, President of the Massachusetts State Federation of Labor
International Brotherhood of Electrical Workers of America (AFL)
73 Ederton Road, Arlington, Massachusetts

DRISCOLL, John J., Secretary-Treasurer of the Connecticut State Industrial Union Council
International Union of Mine, Mill & Smelting Workers of America (CIO)
549 Piedmont Street, Waterbury, Connecticut

DUMAS, Frank, Vice President of the Vermont State Industrial Union Council
United Retail, Wholesale & Department Store Employees of America (CIO)
451 Colchester Avenue, Burlington, Vermont

DUNN, Walter J., Secretary-Treasurer of Local #216, ITU
International Typographical Union,(AFL)
37 Alberta Street, Springfield, Massachusetts

ENGLAND, Antonio, Assistant Legislative Agent for the Massachusetts State CIO
Textile Workers Union of America (CIO)
106 Mount Vernon Street, New Bedford, Massachusetts

ENGLISH, John J., Secretary of the Executive Board of NALC
National Association of Lettercarriers (AFL)
933 Pleasant Street, Worcester, Massachusetts

FARNHAM, Dean E., Charter Member and Auditor of Local #23541, GPU
Grain Producers Union of America (AFL)
3 Taplin Street, Montpelier, Vermont

FELL, Charles H., International Board Member of the UMWA
United Mine Workers of America (AFL)
871 Broadway, South Boston, Massachusetts

FISHER, William H.L., Chairman of the Board of Education of the Fitchburg Central Labor Union
United Brotherhood of Carpenters & Joiners of America (AFL)
303 Milk Street, Fitchburg, Massachusetts

FITZPATRICK, Roscoe B., Secretary-Treasurer of the Maine Industrial Union Council
United Office & Professional Workers of America (CIO)
293 State Street, Portland, Maine

FLAVELL, Thomas J., Member of the Executive Committee of the Massachusetts State Industrial Union Council
Amalgamated Clothing Workers of America (CIO)
2993 North Main Street, Fall River, Massachusetts

FOLEY, Laurence S., International President
Granite Cutters' International Association of America (AFL)
100 Washington Street, Quincy, Massachusetts

FOSS, Lynwood A., Vice President of the Maine State Industrial Union Council
Industrial Union of Marine & Shipbuilding Workers of America (CIO)
Peaks Island, Portland, Maine

GAINLEY, Raymond H., Vice President of the Maine State Industrial Union Council
American Newspaper Guild (CIO)
12 Providence Avenue, South Portland, Maine

GALLAGHER, Helen H., Vice President of the UHCMWIU
United Hatters, Cap & Millinery Workers International Union (AFL)
6 Clifton Place, Danbury, Connecticut

GALLUCCIO, John T., Vice President of the Massachusetts State Industrial Union Council
International Union of Playthings, Jewelry & Novelty Workers (CIO)
132 Bow Street, Everett, Massachusetts

GARLAND, Everett A., Chairman of the Grievance Committee of Local #380, ITU
International Typographical Union (AFL)
29 Columbia Street, Augusta, Maine

GATH, Edwin G., President of the Torrington Industrial Union Council
United Electrical, Radio & Machine Workers of America (CIO)
179 Spring Street, Torrington, Connecticut

GILBERT, William L., New England Regional Director of the UFWA
United Furniture Workers of America (CIO)
94 Foster Street, Cambridge, Massachusetts

GILLIS, Archie A., General Organizer and International Representative, UAPSF of US & C
United Association of Plumbers & Steam Fitters of the United States & Canada (AFL)
144 Concord Avenue, Belmont, Massachusetts

GINGRAS, Adelard J., Secretary-Treasurer of Local #486, TWUA
Textile Workers Union of America (CIO)
23 Broad Street, Pawtucket, Rhode Island

GRAGES, Harry P., Secretary-Treasurer and Business Representative of the Central Labor Union
International Association of Machinists (IND)
79 Lenoxdale Avenue, Dorchester, Massachusetts

GRANT, Sidney S., Legislative Agent of the Massachusetts State CIO
United Office & Professional Workers of America (CIO)
2031 Commonwealth Avenue, Brighton, Massachusetts

HAGEL, Joseph, Secretary-Treasurer of the Middletown Central Labor Union
Forest City Lodge (AFL)
98 Catherine Street, Middletown, Connecticut

HANLEY, James F., Field Representative of District #1, USA
United Steelworkers of America (CIO)
Campbell Road, Rutland, Vermont

HARRIS, George A., Vice President of Region #1, AMG
American Newspaper Guild (CIO)
196 Cedar Avenue, Arlington, Massachusetts

HARRISON, Cynthia B., President of Local #3, UOPWA
United Office & Professional Workers of America (CIO)
61 Deer Park Drive, Boston, Massachusetts

HARTSHORN, Algernon E.,Jr., Secretary-Treasurer of the Rhode Island State Industrial Union Council
United Steelworkers of America (CIO)
214 Silver Spring Street, Providence, Rhode Island

HAYES, George E., Vice President of the Springfield Labor Lyceum
National Federation of Post Office Clerks (AFL)
7 Littleton Street, Springfield, Massachusetts

HICKS, Henry, Chief Steward
United Electrical, Radio & Machine Workers of America (CIO)
Perkinsville, Vermont

HOOPER, John W., Vice President of the Vermont State Industrial Union Council
144 East Allen Street, Winooski, Vermont

HOWARD, Donald B., Vice President of the Vermont State Industrial Union Council
United Automobile, Aircraft & Agricultural Implement Workers of America (CIO)
Charlotte, Vermont

HURVICH, Jack, President of the Greater Boston Industrial Union Council
United Steelworkers of America (CIO)
141 Jordan Road, Brookline, Massachusetts

IANNUCCILLO, Albert, Secretary-Treasurer of the Rhode Island Journeymen Barbers' Association
Journeymen Barbers, Hairdressers & Cosmetologists' International Union of America (AFL)
263 Pontia Avenue, Cranston, Rhode Island

JABAR, George M., President of the Maine State Industrial Union Council
Textile Workers Union of America (CIO)
12 Head of Falls, Waterville, Maine

JENKINS, Anthony, President of the Vermont State Industrial Union Council
Amalgamated Clothing Workers of America (CIO)
265 Broadway, Methuen, Massachusetts

JOHNSON, Ernest A., Vice President of the Massachusetts Building Congress
International Association of Heat & Frost Insulators & Asbestos Workers (AFL)
16 Tennyson Street, Boston, Massachusetts

JORDAN, Robert, President of Local #63, UOPWA
United Office & Professional Workers of America (CIO)
360 Pine Extension, Middletown, Connecticut

JOSEPH, Frank, Vice President of the Maine State Industrial Union Council
Textile Workers Union of America (CIO)
6 Kelsey Street, Waterville, Maine

KATEN, Ella, Secretary-Treasurer of Local #443, ACWA
Amalgamated Clothing Workers of America (CIO)
2 Mill Street, Bangor, Maine

KEALEY, Clifford W., Chairman of the General Committee of Adjustment for the NY NH H RR, Division 77
Brotherhood of Locomotive Engineers (IND)
37 Trumbull Street, New Haven, Connecticut

KEARNEY, John J., Vice President
Hotel & Restaurant Employees' International Alliance & Bartenders' International League of America (AFL)
16 Bluefield Street, Dorchester, Massachusetts

KELLEY, Kenneth J., Secretary-Treasurer and Legislative Agent for the Massachusetts State Federation of Labor
Amalgamated Meat Cutters and Butcher Workmen of North America (AFL)
135 Liberty Street, Braintree, Massachusetts

KELLY, William F., Secretary and Legislative Agent for the Health Department of the City of Boston
American Federation of State, County & Municipal Employees (AFL)
210 Leyden Street, East Boston, Massachusetts

KEMP, Robert C., Vice President and Auditor of Local #10 UHCMWIU
United Hatters, Cap & Millinery Workers International Union (AFL)
81 Town Hill Avenue, Danbury, Connecticut

KENNEDY, John J., Secretary
Railway Mail Association (AFL)
295 Broad Street, Portsmouth, New Hampshire

KING, Clarence, President of Local #19, UOPWA
United Office & Professional Workers of America (CIO)
Silvermine Road, New Canaan, Connecticut

KRAMER, Kenneth L., Western Regional Director of the National CIO War Relief Commission of New York City
American Newspaper Guild (CIO)
97 Richards Street, West Haven, Connecticut

KRAMER, Philip, Manager & Vice President of the ILGWU, Boston
International Ladies Garment Workers Union (AFL)
85 Stratton Street, Dorchester, Massachusetts

KULLAS, Henry Regional Director of TWUA
Textile Workers Union of America (CIO)
Lake Street, Webster, Massachusetts

LANOIS, Alfred E. Jr., Financial Secretary
Cigarmakers' International Union (AFL)
109 Winter Street, North Adams, Massachusetts

LAVERY, Edward J., President of the Connecticut State Industrial Union Council
United Steelworkers of America (CIO)
556 West Taft Avenue, Bridgeport, Connecticut

LAWSON, John C., Secretary-Treasurer of the Vermont State Industrial Union Council
United Stone & Allied Products Workers of America (CIO)
167 Tremont Street, Barre, Vermont

LEE, Richard P., Vice President of the Massachusetts State Industrial Union Council
United Rubber Workers of America (CIO)
67 Jackson Street, Cambridge, Massachusetts

LEHAN, Joseph C., International Vice President of the 3rd District, Local #30, IAF
International Association of Firefighters (AFL)
29 Reed Street, Cambridge, Massachusetts

LEMAY, Ralph W., Organizer of the American Federation of Labor
International Brotherhood of Paper Makers (AFL)
17 Harugari Street, Fitchburg, Massachusetts

LEONE, Thomas J., President of the Tri-City Industrial Union Council
International Union of Playthings, Jewelry & Novelty Workers (CIO)
149 Lancaster Street, Leominster, Massachusetts

LEPORE, Anthony J., Secretary-Treasurer of the Allied Printing Council, Union City, Connecticut
International Typographical Union (AFL)
81 Seymour Street, Waterbury, Connecticut

LITCHFIELD, Howard H., Vice President of the Massachusetts State Federation of Labor
Upholsterers'International Union of North America (AFL)
91 Everett Street, Arlington, Massachusetts

LONGLEY, Ernest E., General Chairman of the New England District Board of Adjustment,Express Division
Brotherhood of Railway & Steamship Clerks, Freight Handlers, Express & Station Employees (AFL)
222 Orchard Street, Watertown, Massachusetts

LYMAN, Edwin H., President of the New England Confederation of Musicians' Locals
American Federation of Musicians (AFL)
40 Belmont Avenue, Springfield, Massachusetts

McGLUE, Arthur F., National Legislative Representative, NAPOCE
National Association of Post Office Custodial Employees (IND)
135 President Street, Lynn, Massachusetts

McINTIRE, Harry A., Vice President of the Massachusetts State Industrial Union Council
United Electrical, Radio & Machine Workers of America (CIO)
199 Northampton Avenue, Springfield, Massachusetts

McKENNEY, Abbott L., Recording Secretary of the Waterville Central Labor Union
International Association of Machinists (AFL)
10 Railroad Street, Box 116, Clinton, Maine

MACKESY, William J., Secretary-Treasurer of Local #42 of Lynn, Massachusetts
United Shoeworkers of America (CIO)
36 Market Street, Lynn, Massachusetts

MAGUIRE, Robert F., President of the Somerville Central Labor Union
International Brotherhood of Electrical Workers of America (AFL)
34 Prescott Street, Somerville, Massachusetts

MAHER, Richard A., President of the Bookbinders Joint Control Board of Eastern New England
International Brotherhood of Bookbinders (AFL)
12 Kahler Avenue, Milton, Massachusetts

MANGAN, Francis P.X., Secretary-Treasurer of the Somerville Central Labor Union
International Typographical Union (AFL)
31 Belmont Street, Somerville, Massachusetts

MARKLEY, John G.,
International Brotherhood of Firemen & Oilers (AFL)
62 Upland Road, Winthrop, Massachusetts

MERLINO, Anthony, 3rd Vice President of the Journeyman Barbers International Union of Indianapolis, Indiana
Journeymen Barbers, Hairdressers, & Cosmetologists International Union of America (AFL)
869 Whalley Avenue, New Haven, Connecticut

MERRILL, Charles H., Treasurer of the Massachusetts State Council, AFSCME
American Federation of State, County & Municipal Employees (AFL)
39 Putnam Road, Somerville, Massachusetts

MIKONIS, Paul, Secretary-Treasurer of the Haverhill Central Labor Union
International Brotherhood of Paper Makers (AFL)
Seven Star Road, Groveland, Massachusetts

MINOTTI, Michael T., Financial Secretary & Treasurer of the Bricklayers, Masons & Plasterers Connecticut State Conference, Bridgeport, Connecticut
Bricklayers, Masons & Plasterers International Union of America (AFL)
289 Cleveland Avenue, Bridgeport, Connecticut

MITCHELL, John E., Vice President of the Massachusetts State Industrial Union Council
United Packinghouse Workers of America (CIO)
39 Grant Street, Somerville, Massachusetts

MITCHELL, W. John, Vice President of the Vermont State Industrial Union Council
United Stone & Allied Products Workers of America (CIO)
Box 104, Graniteville, Vermont

MITTENZWEI, Robert, Executive Board Member of the Vermont State Industrial Union Council
United Electrical, Radio & Machine Workers of America (CIO)
Rural Delivery Route #1, Box 262, Springfield, Vermont

MOELLER, Charles, Regional Director of the International Union for the Political Action Committee in Connecticut
United Gas, Coke & Chemical Workers (CIO)
490 Glenbrook Road, Glenbrook, Connecticut

MOLINO, Aldo, Secretary of the Western Massachusetts State Industrial Union Council
United Office & Professional Workers of America (CIO)
62 Oswego Street, Springfield, Massachusetts

MOORE, Percy W., Recording Secretary of the Franklin County Central Labor Union
International Association of Machinists (IND)
24 Cypress Street, Greenfield, Massachusetts

MORIARTY, J. Arthur, Secretary-Treasurer of the Boston Typographical Union, Local # 13
International Typographical Union (AFL)
99 Waldeck Street, Dorchester, Massachusetts

MURPHY, Franklin J., Secretary of the Lawrence Central Labor Union
Hotel & Restaurant Employees International Alliance & Bartenders' League of America (AFL)
5 West Kenneth Street, Lawrence, Massachusetts

MURPHY, John J., New England Representative of the American Federation of Labor
Bricklayers, Masons & Plasterers International Union of America (AFL)
5 Perkins Street, Arlington, Massachusetts

NAYLOR, Benjamin E., Chairman of the New England Conference of Teamsters, Transportation Division
International Brotherhood of Teamsters, Chauffeurs, Warehousemen & Helpers of America (AFL)
97 Althea Street, West Springfield, Massachusetts

NEAL, Thomas F., General Chairman of the Boston & Albany RR System Board of Adjustment
Brotherhood of Railway & Steamship Clerks, Freight Handlers, Express & Station Employees (AFL)
16 Newton Street, Brighton, Massachusetts

NEALON, Thomas J., Vice President of the Vermont State Industrial Union Council
Textile Workers Union of America (CIO)
Ludlow, Vermont

NEEBE, Frederick L., Trustee and Delegate of the Meriden Central Labor Union
International Typographical Union (AFL)
54 Cottage Street, Meriden, Connecticut

NEILAN, Harry, 1st Vice President, AFGE
American Federation of Government Employees (AFL)
10 North Street, Groton, Connecticut

NEILSON, W.R., International Representative of the OWIU - CIO of New York
Oil Workers International Union (CIO)
140 North Street, North Weymouth, Massachusetts

NICHOLSON, Cecelia, President of the Women's Trade Union League
Retail Clerks International Protective Association (AFL)
28 Preston Street, Worcester, Massachusetts

NORWOOD, Rose, President of the Boston Women's Trade Union League
International Brotherhood of Electrical Workers (AFL)
33 Fessenden Street, Mattapan, Massachusetts

O'CONNOR, Francis J., Vice President of the Massachusetts State Industrial Union Council
United Furniture Workers of America (CIO)
200 North Anderson Street, Boston, Massachusetts

PARKER, Julia (O'Connor) Organizer of the American Federation of Labor, AF of L Central Office at Washington, D.C.
International Brotherhood of Electrical Workers of America (AFL)
500 Boylston Street, Boston, Massachusetts

PETTENGILL, Guy L., Secretary-Treasurer of Lodge #1318, BMWE
Brotherhood of Maintenance of Way Employees (AFL)
R.F.D.#2, Limestone Street, Caribou, Maine

PHELAN, Francis V., Field Representative of the CIO
International Woodworkers of America (CIO)
70 Walnut Street, Nashua, New Hampshire

PICKMAN, Isador, New England Regional Director of the IFLWU
International Fur & Leather Workers Union (CIO)
10 Coolidge Avenue, Peabody, Massachusetts

PICONE, Joseph A., President & Business Agent of Local #22694
Federal Union Local (AFL)
Plymouth Street, Middleboro, Massachusetts

POPE, William H., General Vice President of IABSIW of St. Louis, Missouri
International Association of Bridge and Structural Iron Workers (AFL)
34 Royal Street, Medford, Massachusetts

PORTER, Thomas J.,
International Moulders & Foundry Workers Union of North America (AFL)
391 Broadway, Somerville, Massachusetts

RALEIGH, Edward A., President of Local #448, AASEMCEA
Amalgamated Association of Street Electric & Motor Coach Employees of America (AFL)
116 Woodside Terrace, Springfield, Massachusetts

REGAN, John J., International Vice President
International Brotherhood of Electrical Workers of America (AFL)
61 Verndale Road, Newton Highlands, Massachusetts

REGAN, Joseph L., Vice President of the State Council, AFSCME
American Federation of State,County and Municipal Employees (AFL)
73 DUvnell Avenue, Roslindale, Massachusetts

RHYNE, Luther E., General Chairman of the Frisco System Federation of Springfield, Massachusetts
Brotherhood of Maintenance of Way Employees (AFL)
857 Cherry Street, Springfield, Massachusetts

RIEVE, Leo S., Representative of the Paper Workers Organizing Committee of the CIO, New England Regional CIO
United Gas, Coke & Chemical Workers of America (CIO)
24 Bates Street, Northampton, Massachusetts

RIVERS, Henry J.
International Association of Machinists (IND)
14 Howarth Avenue, South Attleboro, Massachusetts

ROBERTS, Winston W.,
Roxbury Federal Labor Union
144 Worcester Street, Boston, Massachusetts

ROEWER, George E., New England Council of the ILGWU
International Ladies Garment Workers Union (AFL)
40 Coolidge Road, Cambridge, Massachusetts

ROSS, Samuel, President of the ISU
International Spinners Union (AFL)
68 Willis Street, New Bedford, Massachusetts

ROSS, William, Field Representative of the Northeast Department, ILGWU
International Ladies Garment Workers Union (AFL)
Fairview Avenue, Rehoboth, Massachusetts

ROURKE, Joseph M., Secretary-Treasurer of the Connecticut Federation of Labor
International Brotherhood of Electrical Workers of America (AFL)
65 Spring Street, New Haven, Connecticut

RYAN, Leonard A., Secretary-Treasurer of Local #170,IBTCWHA
International Brotherhood of Teamsters, Chauffeurs, Warehousemen & Helpers of America (AFL)
15 Grenada Street, Worcester, Massachusetts

RYAN, Paul, Field Representative of the USA--CIO for Rhode Island
United Steelworkers of America (CIO)
Elm Street, Blackstone, Massachusetts

RYDER, Estella M., Recording Secretary of Local NEFTO
New England Federation of Telephone Operators (IND)
12 Prospect Avenue, Brockton, Massachusetts

SALERNO, Joseph, President of the Massachusetts State Industrial Union Council
Amalgamated Clothing Workers of America (CIO)
35 Richgrain Avenue, Waltham, Massachusetts

SAWYER, Adam G., Vice President of the Rhode Island State Federation of Labor
The Granite Cutters' International Association of America (AFL)
167 High Street, Westerly, Rhode Island

SENIOR, Harold E., Publicity Director of the Connecticut State Industrial Union Council
American Newspaper Guild (CIO)
Howe Street, Waterbury, Connecticut

SEYMOUR, Paul E., Treasurer of the Massachusetts State Industrial Union Council
United Electrical, Radio & Machine Workers of America (CIO)
224 Fordham Court, Jamaica Plain, Massachusetts

SHEPARD, George W., President of Local #999, UAW - CIO
United Automobile, Aircraft, Agricultural Implement Workers of America (CIO)
Queen City Park, South Burlington, Vermont

SIEGAL, Frank, Vice President of the Massachusetts CIO
United Office & Professional Workers of America (CIO)
19 Thornton Street, Revere, Massachusetts

SIEMS, Frederick R., Manager of Local #178, ILGWU
International Ladies Garment Workers Union (AFL)
559 Dwelly Street, Fall River, Massachusetts

SMITH, Mabel T.G.,
United Hatters, Cap & Millinery Workers International Union (AFL)
36 High Street, Norwalk, Connecticut

STANELUM, Albert, Secretary of Local #505, TWUA
Textile Workers Union of America (CIO)
28 Carter Avenue, Pawtucket, Rhode Island

STEVENS, Roy H., Jr., Field Representative of the CIO
United Steelworkers of America (CIO)
12 Goldthwaite Road, Worcester, Massachusetts

SULLIVAN, John H., President of Branch #306 of Nashville, Tennessee, NAL
National Association of Lettercarriers (AFL)
87 Grant Street, Portland, Maine

TAYLOR, Arthur, Vice President of the Vermont State Industrial Union Council
Textile Workers Union of America (CIO)
12 Andover Street, Ludlow, Vermont

THOMAS, Samuel, Business Agent of CIO Local #26, IFLWU
International Fur & Leather Workers Union (AFL)
38 Summit Avenue, Norwood, Massachusetts

THORPE, George W., President of the Connecticut State Council #16
American Federation of State, County & Municipal Employees (AFL)
R.F.D. #1, Highland Avenue, Middletown, Connecticut

TIBBALS, Florence A., Secretary-Treasurer of Local #285,AFM
American Federation of Musicians (AFL)
Box 21, Third Avenue, Riverside Beach, Waterford, Connecticut

TOCCO, Vincent, Member of the Executive Board of the Rhode Island State Industrial Union Council
United Office & Professional Workers of America(CIO)
141 Lynch Street, Providence, Rhode Island

ULENE, John, Manager of the Montreal Locals #205, 262, & 398 of the ILGWU
International Ladies Garment Workers Union (AFL)
20 South Willard Street, Burlington, Vermont

VALENTE, Anthony F., International President of the UTWA, Washington, D.C.
United Textile Workers of America (AFL)
25 Arnold Street, Methuen, Massachusetts

VINES, Shirley J., President of Local # 20582, IBPM
International Brotherhood of Paper Makers, (AFL)
44 East Alvord Street, Springfield, Massachusetts

WARD, William V., President of the Massachusetts State Council, AFSCME
American Federation of State, County & Municipal Employees (AFL)
85 Pierpont Road, West Roxbury, Massachusetts

WHITE, John A., Business Manager of Local #57, IUOE
International Union of Operating Engineers (AFL)
20 Hannah Street, Providence Rhode Island

WILCOX, H. Arthur, President of Local #35, TWUA- CIO
Textile Workers Union of America (CIO)
646 Elmwood Avenue, Providence, Rhode Island

WILLIAMS, Thomas, Legislative Agent of the New Hampshire State Industrial Union Council
Textile Workers Union of America (CIO)
P.O. Box 17, Enfield Center, New Hampshire

YOCZIK, Thomas, President of the State Council of Carpenters
United Brotherhood of Carpenters & Joiners of America (AFL)
25 Lexington Avenue, South Norwalk, Connecticut

ZARRELLA, Hamlet A., Vice President of the Rhode Island State Industrial Union Council
United Electrical, Radio & Machine Workers of America (CIO)
15 Pallas Street, Providence, Rhode Island

Keane, Frances
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